DOCUMENT RESUME

ED 354 928 JC 930 054

AUTHOR	Fersh, Seymour, Ed.; Furlow, Richard H., Ed.
TITLE	The Community College and International Education: A Report of Progress. Volume III.
INSTITUTION	College of DuPage, Glen Ellyn, Ill.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	93
NOTE	328p.; For Volume I, see ED 211 153; for Volume II, see ED 245 736.
AVAILABLE FROM	Office of International Education, College of DuPage, 22nd Street and Lambert Road, Glen Ellyn, IL 60137-6599 ($15).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC14 Plus Postage.
DESCRIPTORS	*Community Colleges; Consortia; Cultural Activities; Cultural Awareness; Cultural Pluralism; Curriculum Development; *Global Approach; Grants; *Intercultural Programs; *International Studies; Learning Modules; *Multicultural Education; Program Descriptions; Second Language Programs; *Study Abroad; Two Year Colleges; Units of Study
IDENTIFIERS	College of DuPage IL

ABSTRACT

The third in a series of reports on international education efforts at individual community colleges, this publication highlights the progress made by College of DuPage in Illinois in implementing international education. Part I includes "Integrating the International/Intercultural Dimension," an essay by Maxwell C. King and Seymour H. Fersh which discusses the relationship between international and intercultural education, reviews progress made by colleges and consortia in the international education arena, and identifies basic sources and resources. In addition, part I provides information on the U.S Department of Education's Center for International Education, the ERIC Clearinghouse for Junior Colleges, the American Council on International/Intercultural Education, the College Consortium for International Studies, and Community Colleges for International Development, Inc. Part II discusses the International/Intercultural Education program at College of DuPage, including the proposal for a grant funded by the U.S. Department of Education "to plan, develop, and carry out programs to strengthen and improve undergraduate instruction in international studies and foreign languages." In addition, this section contains the proposal for continued support, an external evaluator's report, a list of and excerpts from 22 instructional modules and courses, and examples of materials distributed by the Office of International Education at College of DuPage. (MAB)

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the community college and international education

A REPORT OF PROGRESS

VOLUME III

EDITED BY
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Brevard Community College
and
RICHARD H. FURLOW
College of DuPage

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THE COMMUNITY COLLEGE
AND
INTERNATIONAL EDUCATION:
A REPORT OF PROGRESS

VOLUME III

Edited By

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BREVARD COMMUNITY COLLEGE
COCOA, FLORIDA

and

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1993

FOREWORD

On behalf of the College of DuPage, I am gratified and pleased to provide this publication as part of our continuing partnership in implementing international/intercultural education in the community college. This sharing is an extension of our own efforts at College of DuPage where our 1991-1993 Catalog carries the sub-title, "A World of Learning." For us, this message, as I wrote in my "From the President" welcome, carries a double/complementary meaning: "We take pride in our "World of Learning" galaxy of programs and in noting that "from a few rented classrooms a scant 25 years ago, today our service to students has gone international."

Our commitment to international/intercultural education is both local and global: our community college district is the home of a large and increasing number of multi-national companies; and today all citizens must be knowledgeable of other cultures and nations, and be able to communicate with them. At College of DuPage, we have developed programs and services to help our students and community members understand cultural diversity and meet the challenge of the world marketplace.

Recently, our faculty and Board of Trustees have determined that all degree students must include international studies in their educational program. It is the intent of this area of degree requirements to broaden an individual's cultural perspective by exposure to at least one international culture significantly different from his or her own. Non-credit seminars and workshops are also offered for those wishing to expand their international awareness.

What we are attempting and doing at College of DuPage is part of the larger, significant forward movement in an increasing number of U.S. community colleges. This volume, in a series begun in 1981, is both an example and a contribution to leadership and achievements for "A World of Learning".

We welcome and appreciate the opportunity to join with our colleagues by publishing, THE COMMUNITY COLLEGE AND INTERNATIONAL EDUCATION: A REPORT OF PROGRESS, VOL. III.

H. D. McAninch
President, College of DuPage

INTRODUCTION

This publication from College of DuPage is Volume III of a series, "The Community College and International Education: A Report of Progress," which was begun in 1981 from Brevard Community College and continued in 1984 from Broward Community College. Like earlier volumes, it is published as part of a grant received from the U. S. Department of Education: Title VI-A of the Higher Education Act, "Undergraduate International Studies and Foreign Language Programs."

This publication continues the earlier format: Part I consists of six sections which introduce and provide examples from writings, institutional sources, and consortia which can help community colleges integrate an international/intercultural dimension in our colleges and communities. Part II consists of specific references to College of DuPage, including materials related to its grant proposals plus a listing and excerpts from 22 modules prepared by DuPage faculty as part of its grant. An introduction to Part One is on page 1; to Part Two on page 157. On some pages, the reproduction of materials - especially leaflets and newsletters - are not clear because the originals were in color; they are, however, legible and we want to share them with you.

Volume I and II are out-of-print from their original sources but are available from the ERIC Clearinghouse for Junior Colleges (University of California, 8118 Math-Science Building, Los Angeles, CA 90024, telephone: 310/825-3931). Contact ERIC for information about obtaining the publications. Abstracts for Volume I and II are on page 107. This volume will also become available, in microfiche, from the same source.

The volumes in this series are supplementary. Together, they provide a comprehensive collection of grant proposals and teaching modules from Brevard, Broward, and DuPage. Moreover, the other parts of each volume include numerous articles and institutional examples of why and how the international/intercultural dimension has been implemented and enhanced in community colleges.

A limited number of this publication was distributed free, using grant funds, to contributors, representative educators, and officials of foundations and government agencies. Copies may be obtained (for $15.00, including mailing costs) from the Office of International Education: College of DuPage, 22nd Street and Lambert Road, Glen Ellyn, IL 60137-6599.

The editors appreciate and are grateful to the U.S. Department of Education and the contributors who made this publication possible. We also are pleased to acknowledge the expert and encouraging help from our DuPage colleagues:

Richard Wood, Retired Executive Dean
Zinta Konrad, Coordinator of International Education and Co-Project Director;
Joseph Barillari, Director, Instructional Design
Diana Fitzwater, Grant Librarian
Carol Garlick, Grant Accounting
Nancy Pfahl, Director, Grants Office

In particular, we thank June Donner, the Title VI-A Secretary, who conscientiously and admirably worked with the project faculty in typing their modules, and with the co-editors through several drafts of the present volume.

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November, 1992
College of DuPage

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PART I: International/Intercultural Education in the Community College

This part consists of six entries: a 59-page review and preview of the international/intercultural dimension in the community college plus references to two preeminent organizational sources and three consortia which can be of special, unique help to our colleges.

1. The monograph, "Integrating the International /Intercultural Dimension in the Community College," by King and Fersh was jointly published by the Association of Community College Trustees (ACCT) and the Community Colleges for International Development, Inc. (CCID). Copies of the original monograph (from which we have excerpted and revised our version) were sent by ACCT to the chairperson of each of its member boards of trustees. The central purposes of the publication are to review the progress of international/intercultural education in the community college; to consider ways of continuing and enhancing this progress; and to identify sources and resources for implementation.

2. U. S. Department of Education: Center for International Education, 400 Maryland Avenue, S.W., ROB #3, Washington, DC 20202-5332.

   In this section, there are excerpts from materials available from the Center; an Organization Chart of personnel to contact, an Application Order Form and Grant Competition Dates, a five-page, comprehensive listing of International Studies Programs--Overseas and Domestic, and specific references to two grant programs which are especially helpful for community colleges and ones for which our colleges have been competitively successful: UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE PROGRAM and BUSINESS AND INTERNATIONAL EDUCATION PROGRAM; for these two programs we have included a listing of FY 1992 Abstracts of New and Continuing Awards. These listings will also enable you to contact directly grantee colleges to learn more about their programs and proposals.

3. ERIC Clearinghouse for Junior Colleges: 8118 Math Sciences-Building, 405 Hilgard Avenue, University of California, L.A., Los Angeles, CA 90024.

   In this section, there are excerpts which identify and describe the services and products available from this ERIC Clearinghouse which is concerned in particular with community colleges. As you may know, the acronym ERIC stands for Educational Resources Information Center, which was started in 1966, and has continued under the sponsorship of the U. S. Department of Education; it operates through more than a dozen individual Clearinghouses. Of special interest in this section are bibliographies, "International Education in the Community College," and "Multicultural Education in the Community College" which were prepared specifically by ERIC for use in this volume.

4. American Council on International/Intercultural Education: Suite 410, American Association of Community and Junior Colleges, One Dupont Circle, N.W., Washington, DC 20036.

   In this section, there are excerpts which describe the purposes, services, and membership of the Council. Also included is an example of a Council Newsletter which is received by member colleges. If your college is not already a member of the Council, the information in this section may encourage you to consider membership; it is open to qualifying institutions.

5. College Consortium for International Studies (CCIS): Suite 203B, 301 Oxford Valley Road, Yardley, PA 19067.

   In this section, there is a photocopy of the CCIS General Information leaflet which describes how the consortium implements its purposes of providing "A world of opportunities for American students abroad." See the listings of CCIS Study Abroad Academic Programs, 1992-1993, and Faculty Seminars Abroad. Policy and guideline statements are included for each program. CCIS also provides individualized, detailed information for each of its study abroad programs.

6. Community Colleges for International Development, Inc. (CCID): Waukesha County Technical College, 800 Main Street, Pewaukee, WI 53072.

   In this section, there is a photocopy of the CCID leaflet which explains the purposes, objectives, and programs of the consortium. Another reprint provides information about CCID membership and the curricula available within the consortium. See also a photocopy of CCID's most recent newsletter which is sent to all its Members and Affiliates.

1.

INTEGRATING THE INTERNATIONAL/ INTERCULTURAL DIMENSION*

Maxwell C. King and Seymour H. Fersh

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*Adapted and revised from the monograph published jointly by the Association of Community College Trustees and the Community Colleges for International Development: Washington, D.C., 48 pages, 1992.

INTERNATIONAL EDUCATION: CHALLENGES AND RESPONSES

Before the early 1980s, few leaders in community colleges (including technical and junior colleges) believed that international education should be a significant part of our curriculum and services. Today, that perspective has shifted positively for most of our trustees, administrators, faculty, and communities. This strong, widespread commitment to international education was motivated mainly by changes in the world, especially those that directly affected local communities and the U.S. economy.

Foreign-student enrollments in community colleges, for example, increased substantially and proportionally within higher education during the past decade. For 1990-91, the total number in U.S. colleges and universities is reported as 407,500—an increase of 5.3 percent from the previous year.[1] During the past 30 years, the total number has increased eightfold from an initial 53,000. Of the current enrollments, about 55 percent are in undergraduate programs; a fourth of these, about 60,000, are in community colleges. Many factors contribute to this growth in community college enrollments: lower tuition fees, less stringent admission requirements, wider geographic availability, smaller class size, and more individualized instruction and counseling. Because few community colleges have on-campus housing, foreign students live in and participate in the life of the host community. Foreign students like the education they receive in community colleges and recommend them to their peers.

These enrollments enrich our institutions educationally and improve our local and national economies. "The U.S. higher-education system continues to perform well as an export," said the president of the Institute of International Education, "exposing our students to different cultures and establishing international links among future business leaders of the U.S. and their counterparts."[2] In contrast, the number of U.S. students enrolled abroad is about 70,000—three-fourths in Europe, whereas about 56 percent of foreign students in the U.S. come from Asia.

Also during the past decade, increased interest from abroad in community colleges has hastened the international involvement of our institutions. Earlier, our colleges were neither well known nor much respected in other countries. Now delegations of foreign government officials and educators come frequently to our colleges to learn more about our programs—especially about how we train and educate workers for technology-related occupations. These visitors are also interested in how we use community resources in cooperative educational efforts.

As a result of these campus and community visits, some of our colleges entered into bilateral agreements to provide foreign technical assistance programs. At first, these arrangements were considered mainly as a service to the host countries and institutions, financed exclusively from funds provided by them. As the agreements were implemented, our colleges and local communities began to appreciate the benefits we were receiving—especially in faculty development and in helping the United States compete in the world economy.

This involvement of community colleges internationally comes at a time when many of our communities are also attracting increasing numbers of immigrants, foreign tourists, and multinational corporations. Also increasingly, local businesses are operating and exporting in a global market. Moreover, the U.S. economy has become much more internationalized. For example, the Bureau of the Census reported that U.S. direct investments abroad totaled $326.9 billion in 1988—an increase from $75.5 billion in 1970. During the same period, foreign direct investment in the U.S. rose from $13.3 billion to $328.9 billion. In the same 30 years, exports increased in value from $42 billion to $308 billion while imports increased from $40 billion to $440.9 billion.[3]

Tourism is now the largest U.S. export because foreign visitors annually spend about $53 billion, creating a trade surplus of $5 billion over what Americans spend abroad. It is estimated that a record 44 million foreign travelers will visit the U.S. in 1992.[4] International commerce is increasingly vital to American prosperity. For each job created by exports, about two more are indirectly supported by exports. Last year, the U.S. was "the world's largest exporter, selling a record $422 billion worth of goods and $145 billion in services abroad.

> Each billion dollars of exported merchandise generates 20,000 jobs, and fully one-third of the country's economic growth in the past five years has flowed from the surge in foreign sales. For example, more than $20 billion in

> revenues made by U.S. airplane manufacturers comes from sales abroad, money that then finds its way into the cash registers of grocery and shoe stores and insurance agencies in the communities where the workers live. Corn growers bring more than $6 billion of cash into the country, scientific-instrument makers more than $12 billion.[5]

The federal government has recognized the relationship between international education and economics by providing many specific grants to help our colleges and universities. Most recently, Congress passed the National Security Education Act of 1991. It provides $150 million to increase the opportunities for undergraduates to study abroad and supports the training of more specialists in language and area studies. The author of the Act stated, "We can no longer define our national security in military terms alone. Our ignorance of world cultures and languages represent a threat to our ability to remain a world leader."[6]

The Act was "praised by higher-education leaders as an important response to a changing world" and was especially welcomed by a college president who said:

> The most important aspect was its support for undergraduate students abroad. Fewer than 1 percent of U.S. undergraduates study in foreign countries. Now not only could more go but also studying abroad will no longer be the preserve of people who can afford it. Staggeringly low numbers of minorities have participated in study-abroad programs and this is going to change that.[7]

Changes in our world, nation, and local communities are reflected and absorbed in our community colleges. They are constantly and quickly evolving—more so than any other American educational institutions. Our colleges were purposely created in response to new conditions and are themselves expected to be responsive; they are also expected to initiate and lead.

Community colleges have a special responsibility to provide leadership for and implementation of international education because our more than 1,200 institutions affect greater numbers of Americans than any other part of the U.S. postsecondary educational system: We enroll annually more than six million students in credit courses, and an additional four million in noncredit, continuing education programs. About 43 percent of our nation's undergraduates and about 51 percent of all first-time entering, first-year students are enrolled in community colleges.[8]

The changes in our institutions are directly related to changes in our environment—real and perceived. By definition and desire, the community college was designed, in the words of President Truman's Commission on Higher Education, "to serve chiefly local community education needs. . . . Its dominant feature is its intimate relations to the life of the community it serves."[9] The name "community college" was recommended by the commission as a more appropriate name than the then currently used "junior college." The report of that commission, in 1947, also included the expressed hope that these new community colleges would include attention to "the adequacy of curricula, particularly in the fields of international affairs and social understanding."[10]

The Commission's definition is still relevant; community colleges "should serve chiefly local community education needs," but the definition of "community" must be extended to include the state, nation, and world community. This broadening has already occurred in the world where the boundaries of these subdivisions have been transcended by political events, economics, ecology, and technology. We live increasingly in a global environment: in the products and services we exchange, the energy and clean air upon which we depend, and the very survival and well-being of our local community within a larger community. An international dimension in the community college is no longer optional; it must be an integral part of what we are.

This recognition started as early as 1978, when the U.S. Commissioner of Education called on our colleges to "lead the way in rebuilding our commitment to international education . . . our community colleges can and must take the initiative on this crucial agenda."[11] A year later, President Carter's Commission on Foreign Languages and International Studies delineated the unique contribution community colleges can make:

> A special effort should be mounted in community colleges. They enroll close to half of all undergraduates but only a small fraction take courses in foreign languages or international studies. The community colleges have recently become far more active in international programs, especially in exchanges and technical assistance. To strengthen international studies in the curricula, however, community college faculty members need more in-service education opportunities especially because most were hired at a time when few colleges had the international studies commitment that many have since developed. . . . Our community colleges—which constitute a widely

> dispersed network committed to accessibility and community education, and whose students reflect the social, economic, ethnic, and occupational diversity of American society—should have a central role in the Commission's charge to recommend ways to extend the knowledge of our citizens to the broadest population base possible. . . . The Commission also urges that community colleges themselves enlarge their international commitment and engage in the staff development necessary to strengthen their contribution to foreign language and area studies.[12]

Positive responses from community college leaders have been strong and steady. Leadership has evolved from the American Association of Community and Junior Colleges (AACJC), the Association of Community College Trustees (ACCT), consortia of community colleges, and individual colleges and educators.

Edmund J. Gleazer, Jr., president of AACJC from 1958 to 1981 and a member of President Carter's Commission, initiated and supported community college involvement in international programs and services. In 1978, he wrote: "If people in this nation are confronted with issues that transcend international boundaries and if education has responsibilities in qualifying them to deal with these issues, then the community colleges, beyond any other postsecondary institutions, require an international dimension."[13]

Dale Parnell, AACJC president from 1981-1991, continued AACJC's commitment to international education. In 1982, its board of directors noted that "the interdependence of the peoples and nations of the world is an expanding dimension of twentieth-century life" and that "education for international/intercultural understanding has thus become imperative for Americans."[14] The board urged that community colleges establish clear institutional goals and policies that implement an international dimension.

In 1988, AACJC reaffirmed that international education is a proper and appropriate concern for community colleges; its *Public Policy Agenda* "Mission Statement" included, for the first time, the commitment to help member colleges "more effectively meet the economic and cultural needs of the nation in an increasingly international environment" and help "focus on the emerging concept of global citizenship."[15] This AACJC commitment has continued; in 1991, its *Agenda* asserted: "As global communication and exchange increases and former cold war adversaries meet in new and rediscovered friendships, it is an important part of every college's mission to foster and nourish international and intercultural diversity."[16]

Most recently, the new president of AACJC, David Pierce, also added his endorsement of the Association's commitment to international education. In an interview in response to the question of "new spheres of emphasis" for AACJC, Pierce said that he "anticipates expanding the Association's activities in international education and developing its satellite broadcasting network" and that "the Association will continue to celebrate and encourage diversity since our student population should reflect the growing diversity of our communities. . . . Expansion of the Association's international education efforts will increase understanding of the world's cultures and peoples."[17] Also, Pierce welcomed the new National Security Education Act and said that the funding would help our colleges where "international programs have gained in popularity despite the tough financial situation facing many campuses. . . . Although the threat of world war is declining, the world is not without problems. Education can and must play a major role in alleviating those problems, and two-year colleges stand ready to work."[18]

A parallel commitment has come from the Association of Community College Trustees (ACCT). Early in 1991 Ray Taylor, ACCT's executive director, provided the initiative for a publication to "emphasize the role of trustees in international education."[19] That monograph, "Integrating the International/Intercultural Dimension in the Community College," was jointly published by ACCT and the Community Colleges for International Development.

Recent evidence of ACCT's endorsement is represented by its 1991 annual convention which featured a half-day Academy, "Today's Imperative: International Education." Trustees and community college presidents discussed "policy issues, public support, and financial considerations for expanding opportunities."[20]

At the convention, ACCT's incoming president, Beatrice Toser, issued a "challenge to you as trustees to find ways to impart knowledge and build communities . . ."

> First, in the international sector, victories can be measured in terms of increased understanding, friendship, language skills, knowledge of geography and history, and ultimately in terms of increasing trade, promoting peace,

> and learning to value an individual without regard to race, creed, or national origin. Strategies could include exchanging faculty and students, sponsoring programs abroad, providing lecture series, globalizing curricula, posting large maps in prominent areas of the campus, utilizing the talents of many fine immigrants and visitors, or promoting ethnic festivals or art and musical events with an international flavor. I am sure you can come up with other ideas more fitting to your community. Your allies in these efforts could be businesses, industries, foundations, clubs, or individuals willing to invest in such endeavors. Networking with other colleges or universities or consortia may allow access to programs which you might not be able to afford individually.
>
> Also in the international area, I challenge you to find ways to share community college concepts with foreign governments, educational ministries, colleges, universities, and technical schools. The community college concept of working with business and industry to train and retrain workers, the concept of empowering individuals at all levels, and the concept of local governing boards with the unique ability to react and respond in a timely manner to changing community needs are ideas that should not be kept secret.[21]

In early 1991, ACCT joined with AACJC in a position statement on the reauthorization of the Higher Education Act. In a section titled "International Education," the two organizations urged Congress to expand federal assistance in international education to undergraduate studies equal at least to support of graduate studies, thereby correcting the imbalance "far out of proportion to community college potential for advancing language studies and international education." The joint recommendation concluded:

> Language barriers have become a formidable handicap to Americans and American interests both domestically and globally. Because community colleges are the doorway to higher learning for the majority of women and minorities, as well as immigrants and first generation citizens, and to cross-cultural understanding for enormously diverse adult student populations, the faculty of community colleges need much greater access to study abroad and to the international resource centers at domestic universities and the area resource centers abroad. In contrast to the graduate students who use such centers primarily for research, community college faculty would use them for international enrichment.[22]

Other examples of ACCT encouragement and support are numerous. For example, in an article, "ACCT in the Year 2000 and Beyond," in the *Trustee Quarterly*, ACCT president Nancy R. Rosasco says that "international education represents an important growth area for community colleges, and a basis for it already is in place at many schools in this country."[23] In the succeeding paragraph, Lois Carson, trustee of San Bernardino Community College District, expressed the belief that ACCT should play a major role in facilitating the growth of two-year colleges in other countries:

> Community colleges can only flourish in a democratic environment, and those setting policy need some kind of mechanism for guidance in areas such as staffing and curriculum. I see ACCT working with other countries in setting up local boards—under the umbrella of ACCT and in collaboration with AACJC—for two-year institutions that prepare people for the work force.[24]

Increasing numbers of community college leaders now favor including an international/intercultural dimension in our institutions. In 1990, for example, David Ponitz, AACJC's board chair and president of Sinclair Community College, in an *AACJC Journal* essay "A Hard Look at International Education," wrote: "A decade ago, this president had real questions about involvement in international education. . . . We pondered, read the literature, and spent considerable time talking with forward-thinking, pragmatic individuals. . . . The facts seem clear—every community college irrespective of size should recognize that international education does have a place in the curriculum. The question is—how does a college get started?

> A CALL TO ACTION
> - American involvement with the whole world suggests that each community college analyze how it can address these new needs.
> - Economic forces further suggest international education is not only an exciting opportunity, but an economic necessity to help our communities stay competitive.
> - Faculty, staff, president, and board involvement are critical to the creation of a viable international program that meets the education and training needs of our respective communities.[25]

The following year, Ponitz's successor as AACJC board chair, John Keyser, president of Clackamus Community College, in an essay, "Planetary Birth Experience," wrote: "As we shift our perspectives from local to global, our options and opportunities become infinite. Our challenge as local leaders will be to seize those that make the most sense for our communities. Our challenge as world leaders will be to help facilitate progress at the local level."[26]

Also, in 1991, Keyser reported his interview of Neil Goldschmidt, governor of Oregon from 1987-1991, and the following is an excerpt:

> *Keyser:* Why should community colleges be interested in the international arena? Given the mandate of community colleges to serve local constituencies, how can community college leaders build the political support needed to establish and fund international education programs?
>
> *Goldschmidt:* First of all, it is important not to develop a we/they sense of the relationship between American students and a global community. The international arena is no longer something "out there" to be responded to by people "over here." Community colleges are an excellent reflection of the local communities they serve. They are in a unique position to help break down the temptation to think and act provincially so we can all acknowledge and respect the reality of a global community. Perhaps more than any other segment of our education system, community colleges are ideally situated to think globally and act locally.
>
> Community colleges can and do serve as a forum for community discussions of the implications of our shrinking world. We are, indeed, a global village. Community colleges are conveniently located and appropriately staffed to facilitate community discussions, to support community organizations with expertise, to sponsor and organize a variety of short courses, and to form partnerships with a variety of groups that share an interest in the international dimensions of our world.[27]

Additional affirmation and endorsement comes from Joyce S. Tsunoda, chancellor of the Hawaii Community College system: "International education is not a luxury; it is a necessity. The more than 1,200 community, technical, and junior colleges in the United States have an urgent obligation to broaden the geographical and cultural perspectives of their fundamental clientele—grass-roots America: young adults, single parents and homemakers, career changers, pre-professionals and paraprofessionals, technicians, and the front-line workers in our businesses and industries whom community colleges train to 'keep America working.'"[28]

Some community college leaders, while agreeing generally on the value of international education, urge caution on particular aspects. For example, Richard J. Ernst, president of Northern Virginia Community College, in an article, "Knowing When to Just Say No," says: "An increasing number of community colleges are also venturing into a variety of international education programs. There should undoubtedly be strong community support for internationalizing the curriculum at the community college. Certainly students need a global perspective in order to function effectively in today's world.

> Legitimate questions, however, are being raised concerning entrepreneurial ventures into international education. Is it appropriate, for example, for a local community college to open an off-campus center in London, Paris, or Tokyo when such centers would undoubtedly require some local and/or state funding? Is it appropriate to contract to provide educational services for foreign countries when such programs would undoubtedly qualify for some direct, or at least indirect, funding support by the local and state taxpayers? In such cases, the community, through its elected officials and representatives on the institution's board, may say, "No."[29]

A significant endorsement for international education comes from the Commission on the Future of Community Colleges, which was created in 1986 by AACJC to "take stock of the community college movement and develop recommendations to help these colleges move into the twenty-first century with wisdom and vitality."[30] The commission, consisting of 19 community college and other educational leaders, reported its findings and suggestions in 1988. In a section titled "Community: A Perspective That Is Global," the commission "concludes that community colleges have an urgent obligation to keep students informed about peoples and cultures other than their own, and that the building of partnerships must be not only local and national, but global too. In the century ahead, parochialism is not an option."[31]

RELATIONSHIP OF INTERNATIONAL AND INTERCULTURAL EDUCATION

The international dimension in the community college is significantly and integrally related to ethnicity both in numbers and in effect. Regarding numbers, minorities represent about 22 percent of all students enrolled in our colleges. Of this total, about 10 percent are African American, 7 percent are Hispanic, 4 percent are Asian American, and 1 percent are Native American.

Regarding higher education as a whole, minorities are more likely to attend our colleges: about 57 percent of enrolled Native Americans, 55 percent of Hispanics, 43 percent of African Americans, and 41 percent of Asian Americans. Moreover, minorities are expected to grow as a percentage of the total population. Of white students in U.S. higher education, about 36 percent are enrolled in community colleges and account for about 78 percent of our student total.[32]

AACJC, in its 1991 *Public Policy Agenda* "Mission Statement," gives first priority to a "Minority Education Initiative":

> Minority individuals, especially traditionally under-represented racial minorities, are either not entering or not completing programs of higher education consistent with demographic changes. More minorities must be encouraged to enter the education field as faculty and staff to have a positive impact on the expectations and achievement of minority students. To help colleges solve this dilemma, AACJC will initiate a Minority Education Initiative. AACJC will assist colleges with the adoption of aggressive policies and practices to improve the recruitment, retention, and success of students, helping to guide minority students through a successful college experience. This Initiative will include a special emphasis to encourage minorities to enter the education field as administrators and faculty.[33]

In a farewell address as AACJC president, Dale Parnell urged college leaders to "celebrate the joy of service, the joy of hope, and the joy of diversity. . . . Now is the time to stress cultural diversity as a strength rather than just another problem, and fully develop our culturally different human resources to strengthen the competitiveness of our work force. We are tied to democratic principles as a collective people; we do not march to the beat of a single drummer or a single thought from a single mind, but by building strength out of diversity, we 'walk the talk' of our democratic principles."[34]

ACCT, in its spring 1991 *Trustee Quarterly*, asserts that "diversity will continue to be a major issue in the 1990s and beyond." Lois Carson says, "I want to see ACCT jump out front on this issue, to come up with policy guidelines and follow up with directives for membership institutions—to make sure it impacts entire institutions, including trustees, faculty, administration, students, and curriculum." Janice Stanton, trustee of Galveston Community College, says, "ACCT can play a key role in sharing successful programs on how to recruit and retain minority students, faculty, and administrators."[35]

ACCT also, in its booklet "Trustee Leadership for Institutional Excellence," endorsed the recommendation of the Futures Commission to "increase the percentages of faculty members who are Black, Hispanic and Asian by identifying future teachers from among minority students in high schools and community colleges; and making graduate fellowships available to minority students who plan to teach in community colleges."[36] In recognition of the importance of achieving diversity throughout the community college, ACCT instituted the "Charles Kennedy Equity Award" in 1991. The award recognizes exemplary commitment by a college's governing board and its chief executive officer to achieve equity in the college's programs and services and in the administration and delivery of those programs and services.

Diversity Within Unity

In its effect, international/intercultural education is also significantly and integrally related to ethnicity in the United States, where 99 percent of us are descendants of immigrants who came here within the past 400 years from over 100 different countries. Writing in 1855, Walt Whitman celebrated the United States as "not merely a nation but a teeming nation of nations."

The U.S. Census Bureau uses the nation of origin as its way of identifying a person's ethnic group. The most recent census statistics show that out of a total population of about 250 million, English and German ethnic groups number about 50 million each. Other groups with more than 10 million are: Irish, 40 million; African American, 30 million; French, 13 million; Italian, 12 million; and Scottish, 10 million. Those who identified themselves as American Indians number 1.4 million, and the Hispanic group (mainly from Mexico, the Caribbean area, and Central America) number about 18 million. The fastest growing immigrant group is from Asia; in 1980 the number was about four million, having increased in the previous decade by 150 percent. Estimates for 1990 indicate that Asian Americans now include about 1.25 million each for Chinese and Filipinos; about 800,000 each for Japanese, Vietnamese, and Koreans; and about 700,000 for Asian Indians and others including Cambodians, Laotians, and Pacific Islanders.[37]

What we learn about cultures abroad can be applied to learning about Americans of foreign ancestry. When we begin to comprehend and appreciate differences among global cultures, we are also preparing ourselves to consider positively the ethnic variations that exist within our country. There is, for example, a connection between a person's feelings towards particular Islamic, African, and Asian civilizations and immigrants from countries such as Iran, Ethiopia, and India. Because most Americans perceive themselves as superior to all but a few global societies, this majority has also felt superior to ethnic representatives within the U.S. who came from cultures considered outside the mainstream of American life. These groups are often described as being "culturally disadvantaged" in the same sense that many cultures outside of the U.S. are often considered "backward" or "primitive."

As educators, our concern with ethnic education must increasingly be considered in a global context. One of our problems has been our perception of American ethnic groups as a "problem." We have failed to appreciate—literally, "to add value to"—the enrichment and stimulation that ethnic differences have contributed to an Americanized culture. Until the twentieth century, says historian John Hope Franklin, "American standards of ethnicity accepted Anglo-Saxons as the norm, placed other whites on what may be called 'ethnic probation,' and excluded from serious consideration the Negroes, Japanese, and Chinese."[38]

Changing Perceptions of our Ethnic Heritage

A shift is now occurring with reference to multicultural studies in American education. When the first U.S. public schools were established in the 1830s, their major goal was to help create students who were loyal Americans with a single standard of behavior. This Americanization process—a "melting pot" where many ethnic ingredients would be blended to produce one nationality—was considered necessary for a nation of immigrants. From the start, the English language and Western European culture were the major ingredients of the melting pot; minority ethnic groups added seasoning but were to be absorbed.

Now there is growing support for multi-ethnic education in our schools. More Americans believe that we should include greater respect for differences in racial, religious, and ethnic heritage. We are trying to create and sustain a nation that recognizes more truly our special nature as a land of immigrant ancestry.

Helpful thoughts and suggestions concerning ethnicity come from Donald G. Phelps, chancellor of the Los Angeles Community College District, in his article "Access, Equity, and Opportunity":

> Our new students include older adults, women, individuals whose native language is not English, individuals who, as minorities, have experienced *de jure* and *de facto* segregation in school and other societal institutions, and individuals who have not experienced the security and warmth of family life and may know only a world of hostility and perceived injustice. Can we possibly believe that if we continue to do business in the same old ways that our colleges will continue to flourish and the communities that we serve will remain safe, healthy, secure havens in which to live? I think not.
>
> If our faculties, administrators, and staffs remain virtually all White Anglo while our student bodies continue to become more ethnically diverse, can we still claim that our institutions of higher education truly reflect the changes in American society? Again, I think not.
>
> This nation's strength is founded on two worthy ideals—its freedom for all and the diversity of its people. . . .
>
> What then needs to be done if such grand utterances are to become more than shallow words? It is my firm conviction that leadership and courage must come from the top—governors, state legislators, boards of trustees, presidents, and chancellors will have to begin putting muscle where their luncheon and after-dinner speeches have been for the past 40 years. . . .[39]

The Futures Commission calls for excellence in instruction "which is central" and beyond that "the recruitment of new faculty must focus on diversity." Its report notes that "more than half the faculty are male, about 90 percent are white, less than 5 percent are black, and even fewer are Hispanic." Its report continues: "At a time when the student body increasingly is female and black or Hispanic, community colleges can no longer live with the current arrangement. Students in such a setting, both minority and nonminority, do not have representative models or mentors."[40]

Specific recommendations for "successful minority hiring and retention" come from the Austin Community College District where significantly the first of "ten steps" starts with the board of trustees: "The board must endorse the concept of affirmative action, pass a meaningful affirmative action policy, and then provide the necessary budgetary support to allow implementation. . . . The final requirement for increasing minority representation within the faculty is *perseverance*. The institution must continually monitor its progress. A plan—no matter how noble—does not drive itself. The minute that anyone involved in implementing the plan lets up, the numbers will drop."[41]

The authors of *Underrepresentation and the Question of Diversity: Women and Minorities in the Community College* "examine," in their words, "the promise and problems community colleges face in the struggle to create a society where women and minorities are more equally represented in leadership positions." They suggest that, "by valuing diversity, pluralism, and multiculturalism, community colleges will take a leadership role in higher education and will develop commitments to:

- Recognize the value of diversity that promotes broad, multiple views
- Represent and utilize women and members of racial-ethnic minorities in positions of leadership equivalent to their representation in the population
- Develop strategies and procedures that achieve full participation and full representation of women and minorites in community colleges as students, teachers, and administrators
- Acknowledge individual differences around campus culture and climate, and create a system for dispute and grievance resolution
- Designate and develop curricula that acknowledge and reward diversity in individuals, groups, and cultures

- Begin with the here and now, and with the acceptance that success and quality are achievable goals[42]

In the same book, Jerry Sue Owens, president of Cuyahoga Community College, writes: "The value of cultural diversity and the tremendous contribution that can be made by different perspectives are the major themes that should be stressed throughout the community college movement; it is not sameness that defines us, but cultural diversity. The more we value differences, and the more we understand diversity, the greater our cohesivness and strength as a college, a community, and a nation."[43]

THE INTERNATIONAL/INTERCULTURAL DIMENSION: IMPLICATIONS AND IMPLEMENTATIONS

In responding to the demands and needs of our rapidly changing communities—local, national, and global—we suggest that our institutional and instructional understanding of international/intercultural should be as a "dimension" rather than as separate courses, programs, and projects. We need to create a holistic, transcultural environment, not just an internationalized curriculum. We need to create a dimension which will help us transcend our culture-conditioned, ethnocentric perceptions, perspectives, feelings, and behavior.

Specific Implications for General Education

When initiating, organizing, and implementing an international/intercultural dimension in a community college, those responsible for leadership should give conscientious attention to the central importance of general education. While it is true that U. S. political and economic interests are advanced by the study of international subjects and foreign languages, we as educators must also help our students achieve the personal as well as occupational benefits that come from multicultural education and experiences. These kinds of opportunities should be an integral part of a general-education curriculum that serves all students regardless of their particular academic programs.

In this approach to general education, the subject of the course is not only the content; it is also concerned with the student's development and the process of learning. The three components are integral: the student/process/content is the subject. This kind of education will stimulate responses of "I never thought of that" and "I never appreciated that," as well as the usual "I never knew that." The tendency in the American curriculum has been to place emphasis on content rather than concepts. We still talk of students "taking" certain subjects and "passing" certain subjects and "majoring in" certain subjects. The curriculum is still mainly divided into subject-matter units. Even if this organizational plan is retained, we can introduce a process approach to cultural studies if the teacher and student understand what they hope to achieve in learning from, as well as about, other cultures.[44]

In its largest and most significant sense, the international/intercultural dimension involves learning not only about others but also about ourselves: how and why we are alike, how and why we are different, how we became the way we are, and what we can become.[45] We must curricularize the international/intercultural not only to increase our knowledge but also to increase our wisdom and affinity with humanity.

General education increasingly will have to include an awareness that one's behavior is personal rather than universal and that the process of learning is essential as well as mastery of content. General education must be increasingly concerned with the affective as well as the cognitive. Content-centered learning has relied heavily on accuracy and literalness; it increases knowledge of many things but not often at the feeling level, the level that excites one and makes one care. Learning should not, of course, minimize cognitive understanding, but it can and should communicate on levels other than the strictly intellectual.

The report of the Futures Commission concludes that "strengthening general education is one of the most urgent obligations community colleges confront." It recommends that "all students should learn about the human heritage and the interdependent world in which they live," and urges that "the core curriculum contain an international perspective, including the study of nonwestern cultures."[46]

The commission said that its research revealed a "problem that should be seriously acknowledged:

> While preparing this report we were forced to conclude that Americans remain shockingly ignorant about the heritage of other nations. . . . While some students have a global perspective, the majority, although vaguely concerned, are inadequately informed about the interdependent world in which they live. They lack historical understanding and have little knowledge of significant social trends that will consequently shape their lives.
>
> The community college experience must help students see beyond the boundaries of their own narrow interests. Students living in the twenty-first century will confront daily the reality of an interdependent world. Therefore, we strongly urge that the general education sequence provide students with an understanding of cultures other than our own.[47]

The specific implications for general education are clear. An individualized, cultural-transcending perspective can result from adding cultural dimensions to existing and new courses. In a course in cosmetology, for example, it will be stimulating and insightful to consider, even briefly, the "nature" of beauty. It should not take long to discover many of the ways in which one's own cultural values serve more as censors than sensors. Each culture tends to insist that its own code of behavior is not only appropriate locally but is also "natural." Interestingly and significantly, people from other countries who become U.S. citizens must pass successfully through a process called "naturalization."

We now have the opportunity and necessity to become our own teachers in a world where an educated self will continue the process of self-educating. The discovery of others is also the discovery of self; without the combination, training is possible but not education. Learning about and from other peoples and cultures will result not only in our increased knowledge and understanding of them, but also in contrasting perspectives of ourselves. We can be helped to develop desirable capabilities of empathy, humility, respect, appreciation, gratitude, humor, and an overall sense of what it is to be human.

Challenged and confronted now by the certainty that people will live increasingly in cultures that are less and less extensions of their pasts, we now have the opportunity and the need to be culture-creators as well as culture-inheritors. International/intercultural education can help us transcend our cultural conditioning by enabling us to encounter culturally different minds. In the process, each mind is reminded that its viewpoints are mainly cultural rather than natural. Besides gaining knowledge of others, we also gain insights into what has become our "second nature." In a sense, cultural studies can be a kind of cultural psychoanalysis, where unconscious group mores and folkways are made conscious. We will need this heightened awareness because, increasingly, we will need to become more self-directing.

To initiate and sustain an international/intercultural dimension, there must be an integral involvement of the college's trustees, administration, faculty, and community. Action and achievements will follow. The need and means for such education are increasingly well understood and supported.

After there is consensus to implement such a dimension, one of the best first actions is to designate a director or coordinator of an office of international services who will then be able to provide leadership. This director should attend conferences on international/intercultural education to learn about what other colleges are doing and to develop contacts with practitioners and providers. He or she should also become knowledgeable about existing international education consortia and make recommendations for appropriate membership for the college. The Futures Commission makes two suggestions that are specifically relevant to implementation:

> We recommend that each community college coordinate—perhaps in a single office—its international activities. The goal should be to increase international awareness on campus and in the surrounding community, not only through general education curriculum, but also through lectures, business seminars, and, when appropriate, international exchanges.
>
> We also suggest that foreign students be used as campus resources for information about language, culture, and religions of their own country so that their knowledge and perspective can enrich campus life.[48]

Specific Observations, Suggestions and Recommendations

In this section are helpful excerpts from the publications of educators and organizations which provide specific guidance regarding the international/intercultural dimension.

For example, in his article "Accrediting Bodies Must Require a Commitment to Diversity When Measuring a College's Quality," Stephen S. Weiner, executive director of the Western Association of Schools and Colleges, writes:

> The accrediting commission's expectations regarding diversity affect virtually every aspect of campus life, and, therefore, each of our accrediting standards. For example, the commission's standard on institutional integrity now includes this statement: "The institution demonstrates its commitment to the increasingly significant educational role played by diversity of ethnic, social, and economic backgrounds among its members by making positive efforts to foster such diversity." This standard requires institutions to have equal opportunity and affirmative-action policies. . . .

> First, we ask both institutions and our teams not to define the challenge of diversity—or its attainment—solely in terms of numbers of minority-group students or faculty, staff, or governing-board members. Having members of minority groups in each constituency of an institution, especially in leadership positions, is essential and a prerequisite for a meaningful dialogue about diversity. . . .
>
> Second, we look for presidential and faculty leadership in affirming that "diversity" does not mean a narrow effort to benefit only members of minority groups, but a commitment of talent and resources to widen everyone's intellectual grasp and personal understanding. Diversity is not a "problem" to be solved so that colleges and universities can get on with "real business." . . . [49]

A significant study and publication is provided by the Coalition for the Advancement of Foreign Languages and International Studies (CAFLIS). It was established in 1987 as a two-year project "to study and discuss the state of international education in the United States. With 165 member organizations from all levels of education, the business community, state and local governments, language and exchange groups, and others, CAFLIS examined international education and its relation to our nation's ability to cooperate and to compete with the rest of the world in this and the next century."[50] The following excerpts are from its report, *A Plan of Action for International Competence: A Key to America's Future*:

> Based on a number of documents gathered by the Working Group . . . , the following goal statement for international education was formulated, calling for the development of:
>
> - Knowledge and understanding of other societies' histories, geographic environments, values, institutions and cultural traditions, without which we cannot hope to understand their needs or comprehend their behavior.
> - Language skills which allow our citizens to communicate, do business, conduct research and generally function in other world languages. Without these skills, we operate at a great disadvantage in countless respects.
> - Understanding of the connections of modern global society, through which the United States is increasingly tied into complex economic, political and cultural relationships with other nations.
> - Ability to comprehend other cultural perspectives on the problems and issues facing the human race and to generally understand the role of culture in shaping our perspectives on these issues.

- Capacity to make informed personal and public policy decisions on complex international issues essential in setting appropriate policy directions throughout our democratic system. . . .

RECOMMENDATIONS

Postsecondary education institutions should:

- Make international education an institutional priority. Institutions should establish international administrative and faculty committees to ensure that the mission and goal statement stresses the inherent value and importance of international education and to provide long-term planning and commitment and a much needed multidisciplinary focus to international programs.
- Provide institutional funding to support the international goals of the campus including curriculum development; multidisciplinary programs; model programs; experiences abroad for faculty, students and administrators; cross-national collaborative research projects; and other activities integral to the overall institutional program.[51]

From the National Task Force on Education and the World View (Council on Learning), comes the following recommendation, among many, in its "Statement and Recommendations on American Responsibilities as a Global Power and Appropriate Educational Directions":

> *To Trustees and College Administrations*
>
> 1. The strength and success of enlarging global dimensions of the college experience will depend on the expressed commitment of the campus leadership. Administrative responsibility, with strong faculty attention to such matters, needs to be made highly visible. The Council's national survey of effective international programs and approaches confirms the necessity for such top-level commitment.
> 2. Academic administrations should not confine their activities purely to classroom learning. Ample opportunities exist to provide broader learning environments beyond the classrooms of American campuses. . . . Faculty competence in these nonclassroom areas of global learning should also be enhanced. . . .
> 3. Campus administrations must give clear commitment to faculty renewal and development in the various areas of international education. This should range from the use of institutional resources, to release time, to enhancement of experiential opportunities, including exchange programs and time abroad.
>
> **To College and University Faculty**
>
> 1. The infusion of international dimensions into every major college course of study has become a crucial challenge for our colleges and universities that wish to bring their educational missions abreast of global realities. Adding individual international courses will not alone be an effective option as we move toward the end of the century. Some combination of diffusion through-

> out the general curriculum and the creation of pertinent courses becomes the necessary first step in the revitalizing of the college experience.
>
> 2. While the process of internationalizing college curricula is by definition a multidisciplinary process, its intellectual promises should be firmly rooted in the strengths of each discipline. Intellectual legitimacy will not be served if disciplinary quality is in any way compromised. . . .
> 3. The international dimensions of the college experience will be most successfully guided by established, enlightened faculty from mainstream disciplines. The depth and insight a respected colleague can bring to the process often will accelerate campus internationalization. An influx of new, fresh insights from younger faculty is highly desirable as well.
> 4. Foreign language instruction is in serious need of revival. While foreign languages ought to be acquired during precollegiate years, the obligations of undergraduate institutions are nonetheless central to the broader goal of preparing students for a global age. It may be prudent for small and moderate-sized institutions to concentrate on fewer foreign languages, and do so competently; offering a wide range of language study without students reaching adequate levels of proficiency is largely counterproductive to the educational process.[52]

From the American Association of State Colleges and Universities comes the following guidelines, excerpted from many, in its publication "Incorporating an International Dimension in Colleges and Universities":

> *The president and governing board are committed to the internationalization of the campus and the curriculum.*
>
> Commitment means a deliberate and considered mandate and plan to incorporate an international dimension in the institution's programs and activities. This commitment is essential to the establishment of institutional priorities, the assignment of resources and personnel, and the evaluation of progress. . . .
>
> *Questions:*
>
> 1. Has the governing board addressed international education in the institution's official mission or mandate?
> 2. Has the governance structure, including faculty and student representatives, examined the international mission of the institution in a systematic review of goals and priorities?
> 3. Does the president or chancellor exert leadership in encouraging international studies in the curriculum as well as through other strategies?
> 4. Have the president and the administrative staff communicated their commitment clearly to departments, faculty, and students through advocacy, negotiation, and leadership?
> 5. Does the administration specifically allocate resources to support international education activities (e.g., establishment of a central coordinating office for international education)?

6. Does the college leadership seek to develop opportunities for or provide increased interinstitutional cooperation to enable faculty and students to participate in international programs that are not available on campus (e.g., consortia)?
7. Does the college leadership work together with other higher education institutions to promote international education on a statewide basis, particularly vis-a-vis the business community and the state legislature?
8. Does the college leadership take an active role in national associations that emphasize international cooperation?
9. Does the college leadership take both an advocacy and leadership role in supporting state and federal legislation pertaining to international education, international exchanges, and international development?
10. Do the members of the governing board and administration seek ways to involve themselves in international activities (e.g., take advantage of opportunities to enhance their own global awareness)? . . .

The faculty are a major determinant of the substance and quality of general, professional, and graduate studies and engage in research to develop a global knowledge base. The institution recruits and supports faculty whose teaching, research, and service will enhance its international mission.

Redirecting or enhancing an institution's international mission relies on faculty for the development of courses, departmental offerings, professional programs, evaluation of student progress, and off-campus international activities. Collaboration among faculty and cooperation with the administration are also necessary to give the overall academic program an international dimension. Participation, collaboration, and cooperation are thus incorporated in institutional planning and practice.

Questions:

1. Is experience abroad or expertise in the international field a criterion in faculty recruitment and employment?
2. Are faculty members encouraged to review their courses systematically in order to ensure the incorporation of an international dimension in general and professional courses?
3. What initiatives have been taken by the faculty and departments to incorporate an international dimension in the introductory and/or core courses in general and professional education?
4. Do faculty engage in interdisciplinary courses or programs that emphasize an international dimension?
5. Do faculty members seek to deepen their own international awareness and understanding and strengthen their international expertise by seeking opportunities off campus in the form of fellowships, travel grants, and institutes?
6. Does the institution have assistance programs in such areas as education (e.g., teaching materials and methods, literacy campaign, development of parent education programs, infant education) that encourage faculty involvement?

7. Does the institution periodically survey the entire faculty (full and part time) to develop a roster listing international areas of faculty expertise?
8. Does the institution provide for the loss of specific subject matter expertise when a faculty member is absent because of a foreign exchange assignment?
9. Does the institution provide incentives, study leaves, and professional development opportunities for updating faculty members' international knowledge and knowledge of foreign language?
10. Does the institution provide orientation and support for faculty involved in foreign travel, work, and/or study (foreign and American) and to their families with regard to health, finances, insurance, work rules and requirements, and visas?
11. Is international activity identified as a criterion for promotion, tenure, and salary increases?
12. Do faculty members with international expertise share their knowledge and understanding with the off-campus community-at-large, including business leaders and the elementary and secondary schools, for example? Do faculty members take an active part in internationally related activities on campus?
13. Does the institution actively promote the development of international networking among faculty members on campus as well as among campus communities?
14. Does the institution provide recognition and other incentives for faculty members to become active in international education on campus or in international professional assignments?
15. Does the institution systematically recruit and make optimum use of foreign faculty members and researchers for short or long stays at the institution?
16. Is an on-campus person identified and available as a contact person to whom faculty serving abroad may turn if family or personal problems develop?[53]

Good advice is offered by Benjamin R. Wygal, former president of Florida Community College at Jacksonville, in his chapter, "Weathering the Heavy Seas of International Education":

> Charting the course for international education development requires clarifying and establishing an appropriate priority for international education within the overall goals of an institution. This, in turn, requires the involvement of the president, his staff, and the board of trustees. Only through such a clarification and prioritization process can fragmentation be avoided and the number and diversity of projects be balanced appropriately. . . .
>
> The college's governing board is extremely important to the initial development of the international education program. Its member policy makers,

> usually called *trustees* at community colleges, are those to whom the college is actually accountable. The constituency places its trust and confidence in the trustees to ensure that the purposes of the institution are fulfilled; the trustees, in turn, are accountable to the community. The acceptance of the idea of international education, as well as its placement within the institution's priorities by the board of trustees, cannot be achieved through a one-time sales pitch; support must be built carefully over a period of time. This requires that the purposes of international education as they relate to the college as a whole be continually studied, delineated, and verbalized. Program presentations at regular intervals at board meetings and in individual conferences and conversations are extremely important. The final success or accountability of the program will be expressed in terms of the degree to which the policies, budgets, and curriculums voted into action by the trustees support and promote international education. . . . [54]

Institutionalizing the Curriculum

Examples and suggestions for adding an international/intercultural dimension are growing in number and quality. Consider, for instance, the following excerpts from Jane Edwards and Humphrey R. Tonkin, "Internationalizing the Community College: Strategies for the Classroom," who wrote: "One goal, of course, must be authentic institutionalization, so that an international perspective becomes part of the fabric of the college, part of its tradition. Such institutionalization, if it is to be successful, must involve large numbers of people over a protracted period of time. These people must include administrators as well as faculty members, the campus officials concerned with the raising of outside money. Priorities and programs in higher education come and go, but the development of an international perspective in our students is an imperative that must remain and be strengthened if we are to cope successfully with the century ahead.

> Internationalization begins at the level of individual course. No field is so remote from the international sphere, no subject so local, that it cannot be viewed from an international perspective. Fields as unlikely as mathematics or nursing, chemistry or secretarial science have been successfully internationalized by individual faculty members over the past several years, and there are numerous examples of internationalized syllabi in virtually all fields available for our consideration. . . .
>
> It is important also to remind our students that we live in a multilingual world. Even if they themselves lack the skills to handle materials in other languages, a faculty member may be able to cull examples or other materials from foreign language sources to illustrate his or her own teaching. If students speak other languages at home, their services may even be enlisted

> to gather such materials, and the skilled faculty member may be able to incorporate these discoveries into the general life of the class.
>
> Such internationalization of the individual course has the great advantage that it can be carried on by the individual faculty member working alone: There is no need to tangle with curriculum committees and academic hierarchies. It is important, of course, to check carefully on what is available before setting to work by making contact with national organizations, by checking on materials in the library, and perhaps also by considering how activities in a given course might be linked with ethnic groups in the community or with international firms in the vicinity, or with other local organizations. The assistance of foreign students, either at the college or at other institutions, might also be enlisted. . . .
>
> Infusion of an international perspective into the community college curriculum can be achieved through the use of modules, by the revision of syllabi, or by programmatic reform. New programs or courses can be established. Ideally, all of these methods will be used together to achieve the goal of an integrated curriculum. In addition, experiential learning, both within and outside the classroom, can help give meaning to classroom instruction. The process of internationalization may begin with disciplines avowedly international in nature and then turn to those fields where the international component is normally less pronounced. Examples of successful teaching tools are readily available, and these can be used as sources or models. There are also many available accounts of efforts to internationalize entire institutions, both community colleges and four-year campuses, and these may provide helpful guidance. But ultimately each effort at internationalization will be different, and each college, after weighing its available human and financial resources, and after considering the overall mission of the institution, will choose its own way.[55]

Good, expert observations and recommendations come also from Mathilda E. Harris, who is Director of International Programs at Miami University. In a speech, "Educating for a Global Age," Harris said that our "development of a 'holistic' approach to viewing the world is inhibited by the 'American' and 'non-American,' the 'we' and 'they.' This being the case both nationally and internationally.

> Specifically, then, the first imperative for higher education is not to see the world as a nest of enemies and traitors, but as a human community. The task does not lie with easy solutions of merely teaching about culture, or comparing educational systems, or just teaching about Third World Studies. A much more rigorous approach needs to be taken that encompasses: (a) the meaning of culture in its relationship to power and economics; (b) the meaning of underdevelopment within the global political and economic context; and (c) the role of education as an active contributor to the development process of nations.

> These would have to be accomplished within a plan whereby the departmental efforts include: (a) curricular revisions; (b) faculty research; (c) the establishment of long-term relationships with colleges and universities in developing nations; (d) the incorporation of the scholarship of developing nations within the curricular offerings; (e) the development of joint-degree programs with universities in developed and developing countries, where students will study in both countries for a determined period of time; (f) field studies on Third World development for faculty and cooperative research on universal issues and concerns; (g) internship programs for students; (h) language competence for all students; (i) library support that includes the works of scholars from developing nations.[56]

Practical considerations are provided by Richard K. Greenfield, executive director of the College Consortium for International Studies and editor of *Developing International Education Programs*:

> For any community college or district to have a viable and effective international education program, regardless of affiliation with a consortium, it needs the following:
>
> - A strong commitment by the president and key academic leaders and interested faculty
> - A commitment from the board of trustees via a supportive policy statement
> - Inclusion of international education in the mission-and-goals statement of the college
> - A process for ongoing involvement of interested faculty and staff
> - An adequate structure to administer or coordinate programs and resources with qualified, knowledgeable personnel. A full-time director of international education, or at least a faculty member with substantial released time, a clearly visible office, and clerical support, are absolutely necessary, as are funds for publicity, program development, and travel. This is true even if the college is part of a consortium and does not attempt to launch its own programs.
> - A good public information system to keep the college and community aware of the program and its activities
> - Participation by community advisory and support groups . . . [57]

PROGRESS: BY COLLEGES AND CONSORTIA

There are now hundreds of community colleges that provide examples of how to implement the international/intercultural dimension. Appropriately, and not surprisingly, each college's philosophy, policies, and implementation are unique because an international/intercultural dimension, by definition, needs to consider and combine resources and requirements special to each college.

Some colleges restrict international/intercultural studies mainly to the curriculum while others are active in the community, convening meetings and offering services to local businesses.[58] Some have many off-campus programs; others emphasize classroom instruction only. Some community colleges, for example, require that "each student matriculating for an Associate in Arts degree take at least six semester hours of international-intercultural studies within his or her general educational requirement of 37 semester hours. These studies are not structured as an overlay requirement. Students do not take additional courses; enrollments are redirected to already existing area requirements."[59] In contrast, some colleges favor infusing international/intercultural studies into existing, standard courses by creating units and modules which add a transcultural dimension.[60] For additional examples from other colleges, see Seymour Fersh, "Adding an International Dimension to the Community College: Examples and Implications."[61] See also *The Community College and International Education: A Report of Progress*, Volumes I and II.[62]

New achievements in international/intercultural education are being made and will be shared soon as a result of special grants becoming available. For example, the Beacon College Project, administered by AACJC, awards grants to community colleges to serve as "beacons" working with other institutions to implement some of the recommendations made by the Futures Commission. Funding for the $1.7 million, five-year project is provided by the W.K. Kellogg Foundation. Each Beacon College may receive up to $50,000 for a two-year grant. For the "Class of 1991," four of the seven grants were concerned with international/intercultural education: Kalamazoo Valley Community College, "Building Community for an Interdependent World

Among Michigan Community Colleges;" Metropolitan Community College, "Building a Community of Diverse Leadership—Metropolitan Community College's Clearinghouse for Exemplary Practices in Leadership Diversity;" Middlesex County College, "A Regional Orientation and Leadership Training Network for Language Minority Students at New Jersey Community Colleges;" and Rio Hondo College, "The Community of the Future in the Classroom of Today: Using Classroom Assessment for Pro-Diversity Strategies."

Another new opportunity for community colleges is the Asian Studies Institute, initiated in 1991 and expected to continue. The Institute is jointly sponsored by AACJC, the American Association of State Colleges and Universities, the University of Hawaii, and the East-West Center in Honolulu, which serves as the host institution. Seven community colleges participated in the first Institute: City College of San Francisco, Elgin Community College, Eastern Iowa Community College District, Kapiolani Community College, Lake Michigan College, Middlesex Community College (MA), St. Louis Community College, and Utah Valley Community College. Colleges were selected primarily for institutional commitment to the program's goal to infuse Asian studies into the curriculum. The study program in 1991 was from July 21-August 9.

Chancellor Tsunoda shares the following observations and suggestions for integrating an international/intercultural dimension:

> . . . The "across-the-curriculum" approach has met with success and can be applied to international studies. In Hawaii's community colleges, for example, cross-curricular concepts, materials, and activities are woven into most disciplinary courses as common threads of learning, to wit, "writing across the curriculum," "computer literacy across the curriculum," "critical thinking across the curriculum," and "Asian-Pacific affairs across the curriculum." We consider foreign languages and international studies as part of the general education curriculum component, just as reading, writing, and computation are. So, there must be the development of international literacy at the grass-roots level, our students included, as well. . . .
>
> There is another exciting prospect for community college involvement in international training: the intriguing concept of United States training for trade and economic development. U.S. technology and training expertise are being looked at as possible commodities for developing countries, with the community colleges being considered a major service provider. This could

> work if community colleges shared their people-oriented philosophy with other countries in a spirit of partnership and genuine collaboration. . . . [63]

We have not tried to report here on more individual colleges because the number is too large and the examples are too diverse. All of this is good news. The additional good news is that there is a generous spirit of sharing among community colleges, and reports of progress become known and accessible.

Brevard Community College, For Example

The final part of this publication is concerned exclusively with the College of DuPage and its implementation of a federal grant to strengthen the college's international/intercultural dimension. In the pages which follow here, we include specific references to Brevard Community College in Florida. We do so because one of the co-authors is well informed of its experiences and achievements, about which reporting may be helpful to others.

Brevard Community College is located in Brevard County, Florida, a dynamic community with a growing center of international activity. We began in the mid-1970s to integrate an international/intercultural dimension. In 1984, our board of trustees unanimously adopted a *Proclamation* which included the following "Resolutions" among others: "That international and intercultural awareness is a necessary component of an effective educational process, and that this objective is best achieved by a comprehensive, integrated approach to international education" and that "Brevard Community College has a responsibility to prepare students to live in a world of increasing cultural and economic interaction, in which the activities in other countries will continue to affect the daily lives of our citizens."[64]

Brevard includes the community in its programs and services in reciprocal ways. For example, it received federal funding in 1986 for its proposal to "help the Brevard County business community increase its expertise in international trade." To achieve its purposes and objectives, Brevard entered into an agreement with the Cocoa Beach Area Chamber of Commerce, which has a membership of almost 1,000 persons representing business, professional, and individual enterprises. As part of the grant, Brevard developed and certified a new degree program in "International Business Management."

Brevard's perspective is to consider international/intercultural education as represented by a continuum on which specialized study also exists. For example, particular focus is given to specific aspects of the international/intercultural dimension: foreign languages, general education, international studies, and internationalizing the business curriculum. Overall, however, there is the cohesive and continuing intent to implement an integrating effort.

The president sets the general course upon which the college is embarked. In the college's most significant document, its catalog, the brief "President's Message" welcomes the students with these words: "Brevard Community College is your place to begin . . . to learn from and contribute to our growing, progressive institution, our community, and to our world." A few pages later, the following statement appears:

> INTERNATIONAL/INTERCULTURAL EDUCATION
> Brevard Community College recognizes the importance of providing an international/intercultural education. Confronted with issues that transcend national boundaries, today's students must have a better understanding and appreciation of other cultures, customs and political systems. The community college has a major responsibility to provide this facet of education to the increasing number of students for whom the community college provides their only college experience. BCC encourages and supports the development of a structured process for joining community and college involvement; study-abroad programs; internationalizing the college curriculum; service to international students; international programs for the community; and student, faculty and staff exchange development programs.[65]

In addition to those policies and actions best initiated and implemented by the administration, there is other leadership from the faculty. The most successful example is our study abroad programs. They were first offered in the late 1960s by individual teachers who usually led abroad groups of eight to ten students. The program began to expand rapidly in 1977 when 95 students went abroad; the major reason for the expansion was that one faculty member was so stimulated by his own experience the year before that he organized Brevard's programs thereafter. He was the vitalizing force in a program that now sends more than 150 students and about

10 Brevard teachers and administrators overseas annually. The total enrollment in the study abroad program since 1967 is more than 2,000.

Each year Brevard enrolls about 200 foreign students from about 50 countries, and has provided during the past ten years about 150 professional, international short-term assignments for almost 100 of its faculty. In Brevard's approach, the cooperation of faculty is crucial because the college has not chosen to achieve its purposes by requiring specific content-centered courses. Rather, the college affects the curriculum (especially in the non-social studies courses) by increasing the number of faculty members who have benefitted from meaningful transcultural study and experiences. Faculty development is, for us, directly related to curriculum development. In a substantial way, the faculty is the essence of the international/intercultural component of our general-education curriculum.

Consortium by Consortium

One of the best evidences that international/intercultural education has been endorsed and supported by our colleges is the steady growth of consortia among community colleges. There are now more than a dozen which are exclusively concerned with international education. Foremost in significance of membership number and leadership is the American Council on International/Intercultural Education (ACIIE); formerly known from its founding in 1975 until 1991 as the International/Intercultural Consortium of the American Association of Community and Junior Colleges. ACIIE represents a name change and it is now legally incorporated as a nonprofit entity independent of AACJC. Membership is open to qualifying institutions; the current number is about 100 U.S. community colleges and about 30 international institutions. ACIIE describes its purposes and services as follows:

> ACIIE, as the international arm of the American Association of Community and Junior Colleges (AACJC), works to build and strengthen international support networks for member institutions. It shares its expertise and provides information on topics such as foreign student recruitment, multicultural relationships and cultural diversity, and funding opportunities for international educational activities. In doing so, ACIIE helps community

colleges cultivate educational partnerships and participate in international and intercultural programs with organizations worldwide.

Benefits to Members:

ACIIE acts as a liaison to support the public policy agenda of AACJC as well as international/intercultural efforts of member colleges.

ACIIE apprises members of international activities, opportunities, trends, special events, funding sources, special publications and articles of interest.

ACIIE hosts fall and spring conferences for members, where new issues, practices and opportunities are shared and examined. Members receive discounts on ACIIE conferences.

ACIIE maintains a computerized legislative hotline on international education concerns.

ACIIE assists members in communicating with the diplomatic community, the World Bank, UNESCO, and other international organizations.

ACIIE provides opportunities for active involvement and networking for members through member participation on planning committees, teleconferences, call for papers, conferences, and advocacy activities.

ACIIE issues two subscriptions to the monthly ACIIE newsletter, two copies per year of the ACIIE membership list, and a 50% discount on mailing labels.[66]

Membership in the ACIIE is basic. Not only does it provide essential representation and services, it also helps through its membership directory and conferences to identify those community colleges which are most successful and active. Being in touch with co-members is one of the best ways to learn from others and to advance one's own programs and activities.

Other community college consortia are organized by state (as in California, Florida, New Jersey, Illinois, Michigan, Minnesota, Texas, and others); some are organized by region (as in the northwest); some are organized with reference to partnerships with particular countries; and some are organized for special purposes, such as the College Consortium for International Studies which provides many opportunities for faculty seminars abroad and for student semester-study programs in more than twenty countries.[67] These consortia and others also provide additional services; almost all of them publish a newsletter, and many sponsor conferences open to all.

Also, for example, community colleges are members of consortia in higher education such as the National Association of Small Business International Trade Educators; its newsletter and annual conference are very helpful.[68] Numerous other kinds of organizations have arisen that provide a variety of educational experiences for community college students; consider, for example, The Partnership for Service Learning. It offers opportunities to participate in overseas projects for which the students receive academic credit.[69]

The Community Colleges for International Development, For Example

As with our reference to Brevard Community College as an example, we also report next in some detail on a particular consortium with which we are most familiar and knowledgeable: Community Colleges for International Development (CCID). While each consortium, like each college, is different, we believe that the experiences of CCID can contribute—again, not as "the model"—to a better understanding of how the international/intercultural dimension can be extended.

CCID is a consortium of 52 U.S. and Canadian community colleges which was started in 1976 with six members. Brevard Community College was a founding institution and has since provided administrative leadership and services. The initial purpose of the consortium was to provide mid-level manpower training and technical assistance in occupational, vocational, and technical education to developing nations. Two objectives have been added: to provide opportunities for international study, exchange, and professional development to students and faculty of U.S. community colleges and cooperating institutions abroad, and to provide leadership and services in the development of programs in international education in community colleges.[70]

To achieve its objectives, CCID purposely started with a small institutional membership whose leaders were compatible and committed. The colleges were diverse in geographical location and educational specialties. CCID is incorporated as a non-profit consortium administered by a board of directors consisting of the president of each member college. In 1986, CCID created a new category of institutional relationship, which is designated as Affiliate. An Affiliate is both a cooperating institution and a user of CCID services but does not participate in the governance of

CCID. This expansion of CCID membership was in recognition of the need for a larger reservoir of community colleges which were interested in and could respond to the increasing international development opportunities.

CCID's first agreements of cooperation were with the Republic of China in 1978 and with Suriname in 1979; these have continued. In the past six years, the consortium has signed bilateral agreements with the Technical University of Bucharest, the University of Budapest, the Czech Technical University in Prague, the Association of Colombian Universities, and the Supreme Council of Egyptian Universities. CCID provides technical assistance through many kinds of arrangements. Long-term (generally six months or longer) and short-cycle training programs are available. These are jointly designed to be conducted in CCID colleges and overseas locations.

Reflecting, for example, on CCID's bilateral agreement with his country, the education minister of Suriname, in an Organization of American States conference there in 1982, said: "Beyond the benefits and values of the work which was completed and planned, the participants achieved additional results. We gained a clearer understanding of what was being done in each of the countries represented and increased our ability to work together, especially in improving our educational programs in technical/vocational training."[71]

Looking ahead, we can now envision and develop technical assistance programs that mutually help the host country and the visiting consultants. For us at the national level, we benefit when the people of our country become better informed and contribute to worldwide economic development and stability. At the CCID level, we benefit by enabling our member colleges to participate in cooperative projects that enhance our own student, faculty, institutional, and community development. At the personal level, we benefit as individuals. In the words of Paulo Freire, Brazilian educator and writer, "The more I have a global vision, the better I am at my own specialty."[72]

LOOKING BACK, LOOKING FORWARD

Reflecting on the progress of international education in the community college, it is now difficult to believe that it is only during the past ten years or so that many community colleges have felt comfortable and confident about adding such a dimension. These changes, as we have suggested earlier, occurred because of changes in the world and changes in the ways in which community college leaders and others believe our colleges should relate to new conditions. At first, the involvement of community colleges in international education was mainly something that we did in response to requests and opportunities from abroad. Now, increasingly, we are appreciating the reciprocal benefits that come from such transcultural experiences and encounters.

In Chinese, the word "crisis" is written by combining the symbols for "danger" and "opportunity." The major motivation for increasing our international/intercultural dimension may have come from a sense of danger, but the crisis—properly conceived—is also full of opportunity. The progress of humanity can move in opposite—but not necessarily opposing—directions: toward a personal culture of greater individualized choice and toward a global society in which all of us serve, share, and benefit.

How each community college implements its international/intercultural dimension will depend on its own needs, purposes, procedures, and personnel. The community college system is so diversified that it is not possible or desirable to prescribe uniform techniques for achieving educational objectives. Much more important is an awareness of goals. How far and in what ways we continue are questions which will be better answered because of what we learn from those opportunities that help us transcend our cultural conditioning.

The International/Intercultural Dimension: A Welcome Imperative

Within a global society, all nations should provide examples of good neighborly behavior. From the United States must also come responsible leadership and a sharing of resources, human and material, because of our economic development and commitment to human rights. Within our country, no institutions have more responsibility and opportunity to provide these examples than do our community colleges. We have demonstrated this kind of leadership for our own nation; we must now extend our sense of kinship to the global community. The sense of community need not be merely territorial; the origin of the word can inspire us anew: it comes from the Latin *communis*, which is composed of *com*, meaning "together," and *munis*, meaning "ready to be of service"—"ready to be of service together."[73] The Futures Commission adds to this perspective when it "proposes that the theme 'Building Communities' must become the new rallying point for the community college in America. We define the term 'community' not only as a region to be served, but also as a climate to be created."[74]

The question is no longer whether the community college should have an international/intercultural dimension—it must. The questions are: To what extent? In what ways? For what purposes? These questions can best be answered by each college; also, each college needs to re-examine the questions and answers continuously. This process is something our colleges do well because we are in constant communication with our communities. We must also be in constant communication with the international dimensions of our human community—a welcome imperative.

This increased involvement of our colleges in the world can occur in at least three major ways:

(1) Through the international extension of the kinds of leadership and services which we have provided domestically—helping, among others, those in the world community who have not traditionally qualified for postsecondary education by sharing the kinds of educational know-how that we have pioneered at home.

(2) By helping our citizens become better informed about the world we share, so that the United States can make commensurate contributions to the increased prosperity and stability of our global society.

(3) By helping our students and ourselves become increasingly self-educating, culture-creating, and people-relating.[75]

An additional perspective is provided by David Scanlon, director of international education at Cape Cod Community College, in his chapter "Lessons from the Past in Developing International Education in Community Colleges":

> Today we see the convergence of three interest groups in the development and expansion of international education. First, there are the traditional supporters who, ever since Comenius, have believed that international education, that understanding other cultures and languages, would contribute to the elimination of war and would build world peace. Second, there are those who view international education as a pragmatic tool necessary for national security. This view developed in the post-World War II period. Finally, we now see international education as a prime prerequisite for international trade and for maintaining our standard of living.
>
> As a result of these interests we can expect to see the expansion of international education on all levels of the educational ladder. However, the particular role of the community college in U.S. society suggests that it will play a crucial role in this development.[76]

Anyone whose life is restricted only to knowledge of his or her country does not share in the legacy of humankind. For Americans, lack of this knowledge may be more than personal; it may be a loss for people in all parts of the world because we involve ourselves so much, through our government and commerce, in the lives of others.

American achievements and ideals have enriched the world. We have done much of which to be proud. So have others. But our wisdom and actions must now include an increased awareness of how we affect others and are affected in turn. A better understanding and recognition of the interrelatedness of the human family is now crucial.

What is urgently called for is an "adstructuring" of our perspectives—*ad* rather than *re*. We can benefit from the Hindu way of thinking that encourages one to add perspectives without substituting them for earlier ones. And this adstructuring need not be an "agonizing reappraisal" but a joyful one. We can be elated because our world is so rich in talents and resources. To add to our perspectives is not as difficult as it may seem at first. The ways in which we view the world, other people, and ourselves are, after all, the result of training and education, formal and informal. We humans are not born with perceptions; we create them.

The realization before us now is that international/intercultural education must be an integrated part of our colleges; without it what we call "education" is incomplete and insufficient for our contemporary and future needs. More than ever, the proper study of humankind is humans. What Comenius, over two hundred years ago, implored us to do has now become imperative, possible, and attractive:

> We are all citizens of one world, we are all of one blood. To hate a man because he was born in another country, because he speaks a different language, or because he takes a different view on this subject or that, is a great folly. Desist, I implore you, for we are all equally human. . . . Let us have but one end in view, the welfare of humanity.[77]

BECOMING AND KEEPING INFORMED: BASIC SOURCES AND RESOURCES

As with the growth of consortia, the number and diversity of sources and resources in international education have significantly increased in quantity and quality. They are also easily accessible to nurture and nourish the international/intercultural dimension.

A major resource for our colleges is AACJC. Reading its *Journal*, for example, will provide a steady supply of news items and articles about community college involvement in international education; see, in particular, specially focused issues in December/January, 1988-89, and August/September, 1990. AACJC also publishes many policy statements and booklets, a national newspaper (the *Community, Technical, and Junior College Times*), the *AACJC Letter* addressed to college presidents, and community college-related books.[78]

AACJC itself continues to grow in membership and diversity: it has an all-time high enrollment of about 1,200 colleges, and has about 500 memberships from individuals, businesses, educational institutions, and international institutions. A recent constitutional change allows two-year colleges from other countries to be full institutional members. AACJC has also signed agreements with similar associations in Australia, Japan, Korea, New Zealand, the People's Republic of China, the Republic of China in Taiwan, and the United Kingdom.

Trustees can look to ACCT as a source of information about community college involvement in international education. In addition to special publications, such as this monograph, ACCT publishes a bimonthly newsletter, the *Advisor* (see "Special Section: Community Colleges Expand International Programs," September/October, 1991). ACCT also publishes the *Trustee Quarterly*, and offers sessions on international/intercultural education at its annual convention and many of its regional seminars.

The 5,000 governing board members that belong to ACCT through the membership of their board represent over 85% of the public community, technical, and junior colleges in the United States and many from other countries as well. Since its founding in 1972, ACCT has considered itself an "international" association and has offered international boards the privilege of being full voting members. Interest has been especially strong from Canadian boards, and ACCT seminars and conventions have been held in Calgary, Ottawa, Toronto, and Vancouver. An international representative has been appointed to serve as a full member of the ACCT Board of Directors each year since 1979-80.

The ERIC Clearinghouse for Junior Colleges: A Basic Source

The Eric Clearinghouse for Junior Colleges (ERIC/JC) provides a free, dependable supply of articles, essays, and bibliographies directly related to international/ intercultural subjects. Also, for purchase, it publishes in association with Jossey-Bass, Inc., the *New Directions for Community Colleges*; two issues are on international education: "Advancing International Education" and "Developing International Education Programs." See, for example, the bibliographic essay, "International Education and the U.S. Community College: From Optional to Integral," which was published as an *ERIC Junior College Resource Review*, Spring 1983.[79]

The acronym ERIC stands for Educational Resources Information Center, which was started in 1966, and has continued under the sponsorship of the United States Department of Education. ERIC is designed primarily to provide users with access to the English-language literature dealing with education. It makes this service possible through 15 to 20 individual clearinghouses. The services and products of the centers include: databases, abstract journals, microfiche, computer searches, on-line access document reproductions, analyses, syntheses, and others.

ERIC/JC provides publications on all aspects of two-year college education. They are available from the Clearinghouse in print or on microfiche. We can increase the availability of documents in our field by sending our own publications to its Documents Coordinator who will consider them for inclusion in the ERIC database. In a dynamic field such as community colleges/international education, the services of the Clearinghouse are especially welcome because many useful publications are difficult to obtain since they are often specialized and produced for a limited distribution. Request having your name entered on ERIC/JC's free mailing list to keep informed of its publications and services.[80]

Also, there is a steady and increasing flow of newsletters and other mailings from consortia and individual community colleges. See, for example, those from consortia such as the California Colleges for International Education, the Community Colleges for International Education, the Florida Collegiate Consortium for International/ Intercultural Education, and the Northwest International Education Association; and from the community colleges of Bergen, Cuyahoga, and DuPage, among others.[81]

Help from Additional Sources

The citations below are representative rather than definitive. They will, however, be sufficient to indicate the wide variety of available sources. From being in touch with these organizations, one will accumulate valuable help and learn, in an ongoing way, about additional kinds of sources. And so the process goes . . . and grows. Consider inquiring of the following organizations about their publications and services; many of them are also membership associations which hold annual conferences:

- ACCESS: Suite 605, 1730 M Street, N.W., Washington, DC 20036. Founded in 1985 as a "non-profit, non-advocacy information clearinghouse on international security and peace issues." Provides inquiry and speaker referral services through an "extensive computerized database of over 1,600 organizations and thousands of experts." Also publishes issue papers, directories, and special reports.
- AEGIS: 4 Stratton Place, Portland, ME 04101. Professional consortium of organizations, institutions, and projects committed to quality global education and international studies in U.S. elementary and secondary schools.
- American Council on Education: One Dupont Circle, Washington, DC 20036. Concerned with all institutions of higher education; issues publications and administers international education projects such as a current one involving new and revised programs in foreign language instruction. See its 1992 publication, "Internationalizing the Undergraduate Curriculum: A Handbook for Campus Leaders."
- The American Forum: 45 John Street, Suite 908, New York, NY 10038. Nonprofit organization which provides valuable directories, newsletters, and other publications plus annual conference concerned with global education.

- Association for International Practical Training: 10400 Little Patuxent Parkway, Suite 250, Columbia, MD 21044-3510. AIPT is a non-profit organization "committed to improving international understanding through on-the-job practical training exchanges."
- Center for Teaching International Relations: CITR Publications, University of Denver, 2201 Gaylord, Denver, CO 80208. Affiliated with the Graduate School of International Studies and the School of Education at the University of Denver, CITR was founded in 1968 to provide services, courses, and publications to help "improve the understanding and teaching of international and intercultural relations for schools, businesses, and the general community."
- Central American Scholarship Program: Georgetown University, P.O. Box 2298, Washington, DC 20057. Initiated in 1985 with funding from the U.S. Agency for International Development, CASP contacts with community colleges and others to "provide young Central Americans from Belize, Costa Rica, El Salvador, Guatemala, and Panama with a special opportunity to live and study in the U.S. for two years."
- Community College Humanities Association: c/o Community College of Philadelphia, 1700 Spring Street, Philadelphia, PA 19130. Professional, educational association which provides publications and conferences, both regional and national, which often include examples of and references to international/intercultural concerns and studies.
- Council for International Exchange of Scholars: 3400 International Drive, N.W., Suite M-500, Washington, DC 20008-3097. The Council administers the Fulbright Program involving over 100 countries.
- Council on International Educational Exchange: 205 E. 42nd Street, New York, NY 10017. Nonprofit organization of about 200 member colleges; publishes materials on independent study, faculty seminars, job opportunities abroad, and inexpensive international travel opportunities.
- Council on International and Public Affairs, Inc.: 777 United Nations Plaza, New York, NY 10017. Non-profit research, education, and publishing group especially concerned with economic and social justice, human rights, and the impact of technology on contempoary society.
- The Diversity Bookstore: 13751 Lake City Way N.E., Suite 106, Seattle, WA 98125-3615. Good source for multicultural, intercultural, and cultural diverse publications including the *Cultural Diversity at Work Newsletter*.

- Documentary Educational Resources: 101 Morse Street, Watertown, MA 02172. Collection of selected films and videos for the classroom: geography, anthropology, archaeology, sociology, and global and multicultural education.
- ERIC Clearinghouse for Social Studies/Social Science Education: Social Studies Development Center, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408-2698. This Clearinghouse, part of the ERIC system, specializes in acquiring, processing, and reporting on "trends and issues about the teaching and learning of history, geography, civics, economics, and other subjects in the social studies/social sciences." It offers a variety of services and products such as searches of the ERIC database (for a minimal fee), monographs, digests, and a free newsletter available upon request.
- The Experiment in International Living: School for International Training, Kipling Road, P.O. Box 676, Brattleboro, VT 05302-0676. Nonprofit organization which has been a leader in international education and exchange since its founding in 1932. In addition to the School's degree programs, the Experiment offers short-term study abroad and on-campus programs of many kinds.
- Foreign Policy Association: 729 Seventh Avenue, New York, NY 10019. Nonprofit, nonpartisan educational organization that "strives to increase public awareness of and involvement in foreign policy issues . . . through publications, the annual "Great Decisions" discussion program, public events, and educational seminars and workshops for students and teachers."
- Global Business and Education Network: Coastline Community College, 11460 Warner Avenue, Fountain Valley, CA 92708-2597. GBEN is a "new on-line computer network available for access to business education and economic development organizations across the nation. GBEN contains the most current, useful information regarding international business." Also conducts nationwide conferences.
- Institute of International Education: 809 United Nations Plaza, New York, NY 10017. Private nonprofit organization which administers exchange programs, mainly at the undergraduate and graduate levels; publishes guides to study abroad for students and adults.
- Intercultural Press: P.O. Box 768, Yarmouth, ME 04096. Specializes in the "development and publication of intercultural materials including training materials, texts, fiction and non-fiction, audiovisuals with guide books, and teacher training materials."

- International Society for Intercultural Education, Training and Research: Suite 900, 733 15th Street, N.W., Washington, DC 20005. International membership organization which publishes scholarly materials and holds annual conferences internationally.
- Japanese American Curriculum Project: 234 Main Street, P.O. Box 1587, San Mateo, CA 94401-1587. Nonprofit publisher and source of excellent materials, since 1969, concerned with all Asian American cultures; consult its catalog for subject matter such as languages, literature, cultural arts, and reference volumes.
- The League for Innovation: 25431 Cabot Road, Suite 203, Laguna Hills, CA 92653. A consortium of community colleges which provides services, contacts, publications, and conferences which often include opportunities to learn about international/intercultural subjects and projects.
- NAFSA: Association of International Educators: 1875 Connecticut Avenue, N.W., Washington, DC 20009-5728. Nonprofit organization with more than 3,500 institutional members; publishes materials and provides services specifically related to foreign students at U.S. colleges and universities.
- National Center for Research on Cultural Diversity and Second Language Learning: 399 Kerr Hall, University of California, Santa Cruz, CA 95064. Among its publications is the Report Series "comprised of technical research reports and educational practice reports."
- National Endowment for the Humanities: 1100 Pennsylvania Avenue, N.W., Washington, DC 20506. Government grants to individuals and institutions; new grant to AACJC for 1992 project to improve the teaching of foreign languages.
- National Foreign Language Center: Johns Hopkins University, Fourth Floor, 1619 Massachusetts Avenue, N.W., Washington, DC 20036. Publications concerned especially with foreign language study; see its 1989 director's report, "NFLC Benchmarks."
- Partners of the Americas: 1424 K Street, N.W., Washington, DC 20005. Nonprofit organization concerned with implementing and enhancing partnership projects between geographical areas in North, Central, and South America.
- Pax World Service: 1111 16th Street, N.W., Suite 120, Washington, DC 20036. Nonprofit foundation which "encourages international understanding, reconciliation, and development on behalf of world peace and the world's poor." Request its newsletter, "Pax Facts," which provides information about projects, programs, educational tours, and action campaigns.
- Semester at Sea: University of Pittsburgh, 811 William Pitt Union, Pittsburgh, PA 15260. Each semester, about 500 college undergraduates study and travel abroad on the

S.S. Universe. "Credits are earned through the University of Pittsburgh and are fully transferable."

- Sister Cities International: 120 South Payne Street, Alexandria, VA 22314. Nonprofit organization concerned with implementing and enhancing partnerships between U.S. cities and cities worldwide.
- Social Studies School Service: Mail-order distributor that represents a large and diverse number of producers of educational materials: books, charts, posters, filmstrips, computer software, video cassettes, simulation games, atlases, maps, and globes. Request catalog from SSSS, 10200 Jefferson Blvd., P.O. Box 902, Culver City, CA 90232-0802.
- Society Taking Active Responsibility for International Self Help, Inc.: 14 West First Street, Dayton, OH 45402. STARFISH recruits professional volunteers interested in international development; works closely with Sinclair Community College and publishes newsletter.
- Stanford Program on International and Cross-Cultural Education: Littlefield Center, Room 14, 300 Lasuen Street, Stanford University, Stanford, CA 94305-5013. Nonprofit educational program of Stanford University, SPICE since 1976 has produced and distributed curriculum materials which are "reviewed by scholars and tested extensively in classrooms."
- United Nations Department of Public Information: United Nations Plaza, New York, NY 10017. Request copy of *Information Services and Embassies in the U.S. Members of the U.N.* roster from which are available materials and other services. Also from this source, information about the structure and activities of the U.N. and its specialized agencies.
- United States Agency for International Development: 320 - 21st Street, N.W., Washington, DC 20523-0056. Established in 1991 a new Agency Center for University Cooperation which "will strengthen the ability of colleges and universities to carry out their own plans for international development." Matching grants are awarded.
- United States Department of Education: Center for International Education, 400 Maryland Avenue, S.W., ROB #3, Washington, DC 20202-5332. Provides information and applications for grants (of which there are many) from the federal government.
- United States Information Agency: 301 Fourth Street, N.W., Washington, DC 20547. Useful publications, including occasional directories, and information about specific services and programs for community colleges. Also inquire about its Fulbright Teacher Exchange Program from its office at 600 Maryland Avenue, S.W., Room 142, Washington, DC 20024.

- United States Institute of Peace: Suite 700, 1550 M Street, N.W., Washington, DC 20005. An independent institution established by Congress to promote research, education, and training in the fields of international peace and conflict resolution. Provides grants to individuals and institutions.
- World Bank: Development Education Program, Washington, DC 20433. The World Bank is an international institution owned by more than 150 member counties. Founded in 1945, the "Bank has as its primary purpose to help its developing member countries improve the living conditions of its people." From the Bank is available a *Catalog of Educational Materials* which include books, poster kits, videocassettes, and learning kits.
- Youth for Understanding: 3501 Newark Street, N.W., Washington, DC 20016. Nonprofit organization which facilitates international exchanges among students; now includes community colleges as well as secondary schools.

Help from Basic Resources

In addition to sources which provide continuing services, there are particular kinds of resources (specific publications and other materials) which are increasingly available and valuable for implementing the international/intercultural dimension. Consider examining and obtaining the following:

- *Anthro Notes*. A National Museum of Natural History Bulletin for Teachers, published free-of-charge three times a year. From Public Information Office, Department of Anthropology, National Museum of Natural History, Smithsonian Institution, Washington, DC 20560.
- *Background Notes Series*. Pamphlets about all countries having diplomatic relations with the U.S., with reference to their people, land, history, foreign relations, etc. from Superintendent of Documents: U.S. Government Printing Office, Washington, DC 20402. Request free catalog for reference also to the *Country Studies* series, the *Pocket Guides* to selected countries, and the *World Factbook*. Also consider ordering "Foreign Consular Offices in the United States" to get in touch with sources from which are available materials and sometimes films and speakers.
- *The Beacon College Project*. c/o Kapi'olani Community College, 4303 Diamond Head Road, Honolulu, HI 96816. In conjunction with AACJC and the Kellogg Foundation, the Project published in 1992 four volumes, *Beyond the Classroom: International Education in*

America's Community Colleges, which provide "specific examples of internationalizing at ten American community colleges."

- *Culturgrams*. Leaflets, country by country, with special reference to culture and customs. From Brigham Young University, Kennedy Center for International Studies, Publications Services, 280 HRCB, Provo, UT 84602. Request its catalog of other publications including those creatively written and edited by V. Lynn Tyler.
- *Development Forum*. Published six times a year in English, French, and Spanish, it is "the single regular publication of the United Nations system in the field of economic and social development." From P.O. Box 5850, Grand Central Station, New York, NY 10163-5850.
- *Guide to International Education in the U.S.*, 1991, edited by David S. Hoopes and Kathleen R. Hoopes. From Gale Research, 835 Penobscot Building, Detroit, MI 48226-4094. Contains nearly 3,800 descriptive listings which include information on programs and resources for area studies, educational exchange, foreign language instruction, foreign students, international education, and educational travel abroad. Concerned with education from elementary school to postgraduate education. Basic reference.
- *Independent Broadcasting Associates, Inc.*: 111 King Street, Littleton, MA 01460-1527. Request its catalog of cassettes and curriculum guides which include "The World of Islam," "Passages to India," "Women and Development," "Development and Environment," and the "IBA History Series."
- *The International Educator*. Newspaper published five times a year; concerned especially with "over 750 English-speaking schools around the world" and with "developing a global awareness and gaining new ideas for teaching." From TIE, P.O. Box 103, W. Bridgewater, MA 02379.
- *International Exchange Locator*. Published by the Liaison Group for International Educational Exchange, it includes information on over 90 educational exchange organizations; 21 agencies of the federal government responsible for international exchanges; and identification of relevant congressional committees. The publication is available for $25 plus $3 for handling from the Institute of International Education Books, 809 United Nations Plaza, New York, NY 10017-3580.
- *Multicultural Review*. Published quarterly by GP Subscription Publications, an imprint of Greenwood Publishing Group, Inc., 88 Post Road, W., P.O. Box 5007, Westport, CT 06881-5007. A new publication "dedicated to a better understanding of ethnic, racial, and

religious diversity," and "intended to provide reviews of multicultural materials and information on the subject of multiculturalism."

- *Multicultural Studies*. Catalog of films and videos from an award-winning source: the National Film Board of Canada, 1251 Avenue of the Americas, 16th Floor, New York, NY 10020-1173.
- *Multicultural Studies on Video*. From Films for the Humanities and Sciences, P.O. Box 2053, Princeton, NJ 08543-2053. Hundreds of videos concerned with cultures worldwide as well as "Contemporary Issues" and "The Multicultural Workplace." See also its *Literature and Drama on Video*.
- *Transitions Abroad*. Magazine published six times a year, as an "independent resource guide to living, learning, employments, and educational travel abroad." From TA, 18 Hulst Road, Box 344, Amherst, MA 01004.
- *World Eagle*. Monthly publication containing "up-to-date maps, facts, and charts." From WE, 64 Washburn Avenue, Wellesley, MA 02181.

For additional media sources and resources, consult the comprehensive and authoritative catalogs published by the R.R. Bowker Company, 121 Chanlon Road, New Providence, NJ 07974. Its *Bowker Complete Video Directory* identifies over 75,000 videos, and its *On Cassette* has annotated listings for over 44,500 spoken-word audiocassettes. Bowker's *Educational Film-Video Locator* indexes some 52,000 videos and films which are available from 46 consortia media centers for which contact information and lending terms are included. See also Bowker's *Literary Market Place*, which lists over 13,700 book-related services from "people who publish, package, review, represent, edit, translate, typeset, illustrate, design, print, bind, promote, publicize, ship, distribute, and export books." Bowker also publishes a complementary volume, *International Literary Market Place*, which profiles more than 13,000 book-related companies and organizations in 160 countries worldwide.

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ADDENDUM

The following is an excerpt from Seymour Fersh, *Learning About Peoples and Cultures* (McDougal, Littell publishers, P.O. Box 1667, Evanston, IL 60204, 1989), which was reprinted in *ETC.: A Review of General Semantics* (Volume Forty-Six, Number Three, Fall 1989, pp. 231-235); *ETC.* is published quarterly by the International Society for General Semantics, P.O. Box 728, Concord, CA 94522.

GENERAL SEMANTICS AND THE STUDY OF CULTURES†

SEYMOUR FERSH*

CONSIDER SUCH WORDS AS *poverty, underdeveloped, hot, cold, democratic, progressive, backward,* and the like. Dictionaries carry definitions, but people carry connotations—and it is connotations that influence thinking and rule behavior.

Throughout history, many writers in many cultures have called attention to the fact that words misinform as well as inform, but it was not until 1897 that a Frenchman, Michel Breal, created the term "semantique," or the science of meaning. More recently, in the 1920s in the United States, a movement called General Semantics was pioneered by Alfred Korzybski and subsequently popularized by researchers and writers, including Stuart Chase, Wendell Johnson, S.I. Hayakawa and Irving Lee. Borrowing ideas from these and other writers on the subject, we have drawn a number of examples to illustrate the contribution an understanding of semantics can make to any study of other people and other ways of life.

SOME ASSUMPTIONS

The nature of the world is one of dynamic flow—"a mad dance of electrons"—in which no two things are identical, no one thing remains the same and, as Heraclitus expressed it over 2,000 years ago, "one cannot step in the same river twice."

The nature of humans is that—unlike other living things—we can "receive gifts from the dead" through the use of language, but our internal experiences are literally "unspeakable"—that is, they defy description. Abstractions take place when we try to substitute words for reality.

The nature of language is like that of a map; it is useful to the extent that it describes the territory accurately. Maps and territories are not the same, however, nor are words and reality interchangeable.

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SOME APPLICATIONS

No two things are identical.

For example, South American 1 is not South American 2 is not South American 3 is not South American 4. In other words, a South American teacher in Lima is not a South American rural worker in Brazil. Although by agreement we refer to the 275 million people who live in an area called South America as South Americans, the truth is that no two South Americans are identical—including, of course, those who live in the same country or even in the same household. Considered in the same way, each of the estimated 85 billion people who have inhabited the earth has been unique.

Statements which seem to talk about "a people" as if they were one entity must obviously be qualified. Questions such as "What do Africans think about Europeans?" are clearly unanswerable. Answerable questions—those which have some likelihood of being verified—are less dramatic and perhaps less satisfying, but that is the nature of the problem. It is only by taking liberties with language that we appear to be better informed than the data permit. Similarly, it may readily be seen that terms such as "African," "Oriental," "Muslim," and the like conceal differences as well as reveal group likeness.

No one thing stays the same.

Japan of 1840 is not Japan of 1945 is not Japan of 1985 is not Japan of 2000, and so forth. Change is inevitable, though the rate varies. One who forgets this is certain to be shocked when confronted with the difference between what he thinks (or remembers) is true and what is so.

It is not possible to tell all about anything.

No matter how complete a listing or how comprehensive an explanation, the possibility always remains open that something more might be said about the matter under consideration. All descriptions are "open-ended" with the last word unsaid. Completeness may be a goal, but like infinity it eludes mortal grasp. Thus, for example, an examination of any culture or any country might include reference to its history, its development, its achievements, and so on, but these would alway be incomplete. No matter how extensive the treatment, a mental "etc." should be added to the last punctuation point. The practical effect of this orientation is to leave the door open, at least a crack, for additional information which may be forthcoming.

The same word may be used to represent different "realities," while similar events or experiences are sometimes called by different names.

For example, a term such as *republic* is used to designate two very different political systems—that of the United States and that of the Peoples Republic of China. A boisterous mass of people might be called a "mob" by a person opposed to the group and a "party" by someone who enjoyed being with the group. Other words, such as *radical, conservative, liberal,* and *reactionary,* often are used as labels. Words such as these whose meanings have become meaningless from being used to carry too heavy and too diversified loads of information should be set apart by enclosing them with quotation marks to alert the reader. Korzybski used to wiggle two fingers of each hand to achieve the same effect when speaking.

Statements of opinion are often confused with statements of fact.

For example, verb forms of *to be* often cloud the relationship between subject and predicate, as when someone says, "It is hot." The "hotness" is more a description of the speaker's state of mind than it is of the temperature reading, since what constitutes "hot" is a matter of opinion. "Cold wave" could mean anything from 20 or 30 degrees below zero (F.) in the Himalayas to 40 degrees above in New Delhi where, incidentally, a continuous string of days in the 90s in May would scarcely qualify as a "heat wave." Very often, the addition by the speaker of the words "to me" and the addition by the listener of the words "to you" helps to identify so-called statements of fact as opinions.

SOME SUGGESTIONS

Try to use descriptive terms rather than ones which express approval or disapproval.

For example, the words *clean* and *unclean* are relative. The comment that cow dung is used for fuel in many Indian villages often provokes reactions of disgust from many urban dwellers in the United States. It may be instructive on this point to quote from a Kansas editor, writing in 1879 at a time when buffalo and cow dung (he calls them "chips") were commonly used for fuel: "It was comical to see how gingerly our wives handled these chips at first. They commenced by picking them up between two sticks, or with a poker. Soon they used a rag, and then a corner of their apron. Finally, growing hardened, a washing after handling them was sufficient. And now? Now it is out of the bread, into the chips and back again—and not even a dust of the hands."

Try to use phrases that indicate conditions which should be considered with a statement.

For example, awareness may be increased by the use of such phrases as "in our culture," "from our point of view," and "at that time."

Try to move in the direction of substituting precise words for vague ones.

For example, it is often said that "heavy rains" fall on India during the monsoon season. That statement would carry more meaning if it were pointed out, for instance, that Allahabad, a city in the Ganges Valley, and New York City both receive an average of forty inches of rain annually *with* the significant difference that New York City gets from two to four inches of precipitation monthly whereas Allahabad is hit by some thirty-seven inches within the months of June to October. The description of rainfall in "annual" amounts makes sense only when the downfall comes in relatively equal inches per month.

Try to become more alert to the ways in which cultural conditioning shapes our value judgments.

For example, historian Carroll Quigley reports:

> We divide the whole range of colors, as found in the rainbow, into six colors: red, orange, yellow, green, blue, violet. With our background, we think a view is beautiful if it consists of alternating horizontal bands of green and blue, as in a landscape consisting of a foreground strip of green shore, a blue lake beyond, a farther shore of green trees and hills, and a blue sky beyond that.
>
> But to a Bantu of dry Africa, such a view is a rather boring panorama of a single color, for many natives of that language-group place green and blue in a single category, with one name, although they divide the lower red-orange-yellow portion of the spectrum into a larger number of basic colors, with names. That is why what impresses us as a beautiful view of shore, lake, and sky strikes them as a rather monotonous field of one color, whereas, conversely, an African view, which to us seems to be a dull expanse of semiparched soil with dry grasses, may seem to them to be an exciting scene of many different colors.

Try to recognize the degree to which the mind itself projects the kinds of answers which it obtains.

For example, writer Carl Sandburg tells of the responses which newcomers to Kansas received from one of the local farmers:

> "What kind of folks live around here?" "Well, stranger, what kind of folks was there in the country you come from?" "Well, they was mostly a low-down, lying, thieving, gossiping, backbiting lot of people." "Well, I guess, stranger, that's about the kind of folks you'll find around here." And the dusty gray stranger had just about blended into the dusty gray cottonwoods in a clump on the horizon when another newcomer drove up: "What kind of folks live around here?" "Well, stranger, what kind of folks was there in the country you come from?" "Well, they was mostly a decent, hardworking, lawabiding, friendly lot of people." "Well, I guess, stranger, that's about the kind of folks you'll find around here."

Try to avoid either-or evaluations, substituting instead the idea of a continuum which encourages answers expressed by "in-between" amounts when appropriate.

For example, in our culture we often ask questions about the weather, such as: "Do you think it will snow?" The form of the question seems to suggest that it will or it won't; either yes or no. But to Eskimos, for example, "snow" is described by about 50 different names, each one indicating a degree of snow varying from blizzard-size to snowflakes. Each kind of snow is important in knowing what the "road conditions" for dog-sleds will be. Similarly, skiers have developed many new names to describe conditions on the slopes.

Try to become more suspicious of our own "wisdom."

Anatole France once said of a man, "He flattered himself on being a man without prejudices; and this pretention itself is a very great prejudice." In *The Devil's Advocate: A Plea for Superstition*, written in 1909, Sir James G. Frazer argued that so-called superstitions more often than not embody a realistic distillation of experience whereby the uninitiated and unwary may receive tested guidance. Behind many "myths" are "truths" which have helped people to rationalize and maintain social order and organization. Thus, for example, the "superstition" held widely in many Asian countries that the left hand is "evil" or in some ways inferior to the right hand becomes more acceptable to the Westerner when he becomes familiar with the functions for which the left hand is reserved exclusively—functions which he would readily agree were "unclean" and worthy of giving the left hand its "bad reputation."

SOME IMPLICATIONS

Of course, much of what has been pointed out will not necessarily come as a startling revelation. None of the ideas are new, and many under different names, have been used by intelligent people who have never heard the word "semantics," let alone been exposed to the writings of Korzybski and others. So much the better! Our concern is not so much with *how* people distinguish between a "map" and the physical territory that it describes, but that they *do* distinguish. George Orwell writes, "What is above all needed is to let the meaning choose the word, and not the other way about. . . . Probably it is better to put off using words as long as possible and get one's meaning as clear as one can through pictures and sensations."

No one is suggesting that all abstractions be distrusted. "In demanding that people cease reacting to abstract names as if they were realities in themselves," says S.I. Hayakawa, "we are merely saying in another way, 'Stop acting like suckers.'" And until we do give more disciplined attention to words, we will continue to stockpile symbols and labels while the "precious commodities" which are being symbolized and labeled,escape our detection and comprehension. The argument-ending remark, "It is *only* a matter of semantics," must give way to the significant recognition that the "real" search for "meaning" may very well start where words leave off.

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Christine M. Corey *(202/708-9293)*

Business & International Education *CFDA #84.153 and*
Centers forInternational Business Education *CFDA #84.220*
Susanna C. Easton *(202/708-8761)*

ADVANCED TRAINING & RESEARCH BRANCH
John Paul, Chief *(202/708-9298)*
Carla D. Jordan, Secretary *(202/708-7283)*

Study Abroad – Fulbright-Hays Act

Doctoral Dissertation Research Abroad *CFDA #84.022*

Faculty Research Abroad *CFDA #84.019 and*
Robert R. Dennis *(202/708-7279)*

Study in the U.S. – Title VI-Higher Education Act

International Research & Studies *CFDA #84.017 and*
Language Resource Centers *CFDA #84.0229*
Jose L. Martinez *(202/708-9297)*

National Resource Centers *CFDA #84.015A and*
Foreign Language & Area Studies Fellowships *CFDA #84.015B*
Ann I. Schneider *(202/708-8487)*
Karla S. VerBryck *(202/708-8763)*
Eliza A. Washington *(202/708-8752)*

Foreign Periodicals *CFDA #84.251*
Robert R. Dennis *(202/708-7279)*

Printed 5/31/92

AMERICA 2000--An Education Strategy

CENTER FOR INTERNATIONAL EDUCATION
U.S. Department of Education

APPLICATION ORDER FORM AND GRANT COMPETITION DATES

FOR STUDY ABROAD

☐ **FULBRIGHT-HAYS DOCTORAL DISSERTATION RESEARCH ABROAD**
CFDA # 84.022A
PURPOSE: Provide assistance for graduate students to engage in full-time Ph.D. dissertation research abroad in modern foreign language and area studies.
CONTACT: Vida Moattar
TEL: 202/708-9291
ZIP: 20202-5331
COMPETITION CLOSES: *10/92*

☐ **FULBRIGHT-HAYS FACULTY RESEARCH ABROAD**
CFDA # 84.019A
PURPOSE: Provide grants to scholars to conduct research abroad in modern foreign language and area studies.
CONTACT: Robert R. Dennis
TEL: 202/708-7279
ZIP: 20202-5331
COMPETITION CLOSES: *10/92*

☐ **FULBRIGHT-HAYS GROUP PROJECTS ABROAD**
CFDA # 84.021
PURPOSE: Provide to institutions of higher education (IHEs) to improve programs in modern foreign languages and area studies through overseas group projects in research, training and/or curriculum development.
CONTACT: Lungching Chiao
TEL: 202/708-7292
ZIP: 20202-5332
COMPETITION CLOSES: *11/92*

☐ **FULBRIGHT-HAYS SEMINARS ABROAD**
CFDA # 84.018
PURPOSE: Provide short-term (3-8 week) summer seminars abroad for qualified U.S. educators in the fields of the social sciences, the humanities, and social studies to improve their understanding and knowledge of the people and culture of another country(ies).
CONTACT: Linda Byrd-Johnson
TEL: 202-708-8294
ZIP: 20202-5332
COMPETITION CLOSES: *11/92*

FOR STUDY IN THE U.S.

☐ **NATIONAL RESOURCE CENTERS AND FELLOWSHIPS**
CFDA # 84.015A
PURPOSE: Provide grants to IHEs to support centers for the study of less commonly taught languages and world areas and the awarding, through IHEs, of foreign language and area studies fellowships.
CONTACT: A. I. Schneider
TEL: 202/708-8747
ZIP: 20202-5331
COMPETITION CLOSES: *11/93*

☐ **UNDERGRADUATE INTERNATIONAL STUDIES and FOREIGN LANGUAGE** *CFDA #84.016A*
PURPOSE: Provide grants to IHEs, or a combination of IHEs, to plan, develop, and implement programs to improve undergraduate instruction in international studies and foreign languages.
CONTACT: Christine M. Corey
TEL: 202/708-9293
ZIP: 20202-5332
COMPETITION CLOSES: *11/92*

☐ **INTERNATIONAL RESEARCH AND STUDIES**
CFDA # 84.017A
PURPOSE: Provide grants to IHEs, public and private organizations and individuals to support surveys, studies and develop specialized instructional materials in the fields of foreign language, international and area studies.
CONTACT: Jose Martinez
TEL: 202/708-9297
ZIP: 20202-5331
COMPETITION CLOSES: *11/92*

☐ **BUSINESS AND INTERNATIONAL EDUCATION**
CFDA #84.153
PURPOSE: Provide cost sharing grants to IHEs to promote linkages between such institutions and the American business community engaged in international economic activity.
CONTACT: Susanna Easton
TEL: 202/708-8764
ZIP: 20202-5332
COMPETITION CLOSES: *11/92*

☐ **CENTERS FOR INTERNATIONAL BUSINESS EDUCATION**
CFDA #84.220
PURPOSE: Provide grants to IHEs to establish centers which will: 1) be national resources for teaching improved business techniques, strategies, and methodologies in an international context; and will provide, 2) provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of United States trading partners; 3) research and training in the international aspects of trade, commerce, and other fields of study; 4) training of postsecondary students where a center is located; and to, 5) serve as regional resources to business (e.g., research that addresses the international training needs of such business and promote linkages between institutions and the U.S. international business community .
CONTACT: Susanna Easton
TEL: 202/708-8764
ZIP: 20202-5332
COMPETITION CLOSES: *2/92*

☐ **LANGUAGE RESOURCE CENTERS** *CFDA #84.229*
PURPOSE: Provide grants to IHEs to improve the nation's capacity to learn and teach foreign languages effectively.
CONTACT: Jose Martinez
TEL: 202/708-9297
ZIP: 20202-5331
COMPETITION CLOSES: *2/93*

☐ **FOREIGN PERIODICALS**
CFDA #84.251
PURPOSE: Provide funds for the acquisition, preservation of and accessability to foreign periodicals by U.S. IHEs and non-profit entities to improve the nation's capacity to learn and teach foreign languages effectively.
CONTACT: Robert R. Dennis
TEL: 202/708-7279
ZIP: 20202-5331
COMPETITION CLOSES: *7/92*

THIS REQUEST IS MADE BY:

Name: ____________________

Address: ____________________

____

CHECK THE APPROPRIATE TITLES ABOVE, ADD YOUR ADDRESS AT THE LEFT AND RETURN TO:

CENTER FOR INTERNATIONAL EDUCATION
U.S. Department of Education (Room 3052)
7th and D Streets, S.W.,
Washington, D.C. 20202

Published: June, 1992

AMERICA 2000–An Education Strategy

BEST COPY AVAILABLE

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

CENTER FOR INTERNATIONAL EDUCATION

FY 1993 ANTICIPATED DEADLINES

PROGRAMS		DATES
84.015	National Resource Centers & Foreign Language & Area Studies	N/A
84.016	Undergraduate International Studies and Foreign Language	Nov. 2, 1992
84.017	International Research and Studies	Nov. 2, 1992
84.018	Seminars Abroad	Nov. 9, 1992
84.019	Faculty Research Abroad	Oct. 29, 1992
84.021	Group Projects Abroad	Oct. 23, 1992
84.022	Doctoral Dissertation Research Abroad	Oct. 30, 1992
84.153	Business and International Education	Nov. 9, 1992
84.220	Centers for International Business Education	Feb. 19, 1993
84.229	Language Resource Centers	Mar. 1, 1993
84.251	Foreign Periodicals	Mar. 2, 1993

CENTER FOR INTERNATIONAL EDUCATION (CIE)

U.S. Department of Education, Washington, D.C. 20202 Tel: 202/708-7283 Fax: 202/708-6286

INTERNATIONAL STUDIES PROGRAMS--OVERSEAS AND DOMESTIC

FOR STUDY ABROAD--There are four programs conducted abroad as authorized under Public Law 87-256, the Mutual Educational and Cultural Exchange Act of 1961 (Fulbright-Hays Act), which provide grants to individuals and to institutions of higher education (IHEs).

DOCTORAL DISSERTATION RESEARCH ABROAD (DDRA) program provides grants to graduate students, through IHEs, to engage in full-time Ph.D dissertation research abroad in modern foreign language and area studies. This program is designed to aid teachers and prospective teachers and scholars in their goal to enlarge their research knowledge and capability in world areas, and enhance understanding of those areas, cultures, and language(s).

	FY89	***FY90***	***FY91***	***FY92 (est.)***
Fellowships	75	78	79	63
Institutional Awards	21	25	27	21
Average Fellowship	$19,760	$19,100	$21,375	$27,048
Average Institutional Award	$70,571	$59,593	$62,542	$81,143
Individual Applications	384	465	510	526
Total $ Requested	$6,800,000	$11,150,824	$13,050,206	$14,512,226
Total $ Available in Budget	$1,482,000	$1,489,832	$1,688,621	$1,688,121
DDRA program supported by Rupees from the U.S./India Fund:				
Fellowships	9	8	12	7
Average Fellowship	Rs151,717	Rs265,165	Rs237,744	Rs418,725
Total Rs Available in Budget	Rs1,365,450	Rs2,121,320	Rs2,852,933	Rs2,931,072

FACULTY RESEARCH ABROAD (FRA) program contributes to the development and improvement of modern foreign language training and area studies through grants to scholars to maintain and improve their skills through the conduct of research abroad on topics related to modern foreign languages and area studies not commonly taught in IHEs Fellowships of 3-to-12 months are provided through IHEs.

Fellowships	22	26	27	21
Institutional Awards	21	23	28	22
Average Fellowship	$31,455	$27,520	$31,945	$40,476
Average Institutional Award	$32,952	$29,913	$30,804	$38,636
Individual Applications	80	80	100	86
Total $ Requested	$2,741,496	$2,934,675	$3,581,733	$2,841,126
Total $ Available in Budget	$692,000	$688,000	$862,502	$894,500
DDRA program supported by Rupees from the U.S./India Fund:				
Fellowships	2	1	3	2
Average Fellowship	Rs392,185	Rs561,280	Rs180,060	Rs353,366
Total Rs Available in Budget	Rs784,369	Rs561,280	Rs540,180	Rs706,732

GROUP PROJECTS ABROAD (GPA) program provides grants to IHEs, state departments of education, private nonprofit educational organizations or combinations thereof to conduct overseas group projects. Seminars may be conducted for faculty and/or teachers to help integrate international studies into an IHE's curriculum in an overseas setting; organize curriculum development teams to conduct overseas programs to develop new internationalized curriculum, carry out group research or study for faculty, teachers and/or students on specific aspects of foreign areas and cultures in foreign countries, and develop and maintain intensive advanced language study projects abroad.

GROUP PROJECTS ABROAD (GPA) *Continued*

	FY89	***FY90***	***FY91***	***FY92 (est.)***
Projects	31	31	34	31
Participants	456	516	575	465
Average Project Award	$67,799	$66,452	66,312	$71,161
Applications	88	72	85	107
Total $ Requested	$6,160,000	$6,624,000	7,820,000	$10,984,428
Total $ Available in Budget	$2,055,813	$2,060,00	$2,254,597	$2,206,000
GPA program supported by Rupees from the U.S./India Fund:				
Projects	7	8	8	6
Participants	105	128	118	??????
Average Project Award	Rs731,000	Rs823,331	Rs1,248,065	Rs1,497,833
Total Rs Available in Budget	Rs5,120,400	Rs6,586,650	Rs9,984,518	Rs8,978,000

SEMINARS ABROAD PROGRAM / SPECIAL BILATERAL PROJECTS (SA) provides 3-to-8 week summer seminars abroad for high school and elementary school teachers in foreign languages, social sciences and humanities, administrators and curriculum specialists of state and local education agencies, and college faculty who are primarily responsible for teaching undergraduates in the social sciences, humanities and international affairs. Upon their return, participants are expected to share their broadened knowledge and experiences with students, colleagues, members of civic and professional organizations, and the public in their home communities. Awards include tuition and fees, room and board, round-trip economy airfare from the airport nearest the awardee's home and program-related travel within the host country. Short-term Travel Abroad Grants for Educators (STAGEs), a pilot project for 2-to-6 week travel-only grants for faculty will be tested in FY 92. STAGEs purposes are: 1) curriculum development; and, 2) development of professional relationships that lead to IHE linkages on an international scale.

Projects	9	8	8	8
Average Award	$81,667	$86,375	$111,356	$109,758
Participants	134	115	157	121
Applications	515	343	600	349
Total $ Requested	$6,160,000	$6,624,000	7,820,000	$878,000
Total $ Available in Budget	$735,000	$691,000		$2,206,000
SA/SBA program supported by Rupees from the U.S./India Fund:				
Projects	1	2	1	1
Participants	18	30	18	14
Average Project Award	Rs731,000	Rs1,483,350	Rs1,600,000	Rs2,000,000
Total Rs Available in Budget	Rs1,629,600	Rs2,966,700	Rs1,600,000	Rs2,000,000

FOR STUDY WITHIN THE UNITED STATES--There are eight programs for individuals and IHEs conducted primarily within the United States and are authorized by Title VI of the Higher Education Act of 1965, as amended.

NATIONAL RESOURCE CENTERS (NRCs) program provides grants to IHEs, or consortia of IHEs, to strengthen centers focusing on a foreign country or a world region or on general world-wide topics. Those NRCs which focus on a single country or world area offer instruction in that area's principal languages. Topic-oriented or general international studies centers are also expected to include language instruction. All NRCs offer instruction in a variety of disciplines. NRCs also conduct research related to the particular world area or topic. All NRCs outreach to 2-&4-year IHEs and K-12.

NATIONAL RESOURCE CENTERS (NRCs) *Continued*

	FY89	FY90	FY91	FY92 (est.)
Number of New Centers	-0-	-0-	105	-0-
Average Award	-0-	-0-	$135,714	-0-
Number of Continuations	94	94	-0-	105
Average Award	$119,936	$123,404	-0-	$164,527
Applications	143	143	151	105
Total $ Requested	$43,550,285	$45,672,785	$29,536,977	$25,875,000
Total $ Available in Budget	$11,274,000	$11,620,596	$14,250,000	$17,275,375

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS (FLAS) program funds academic-year and summer awards for advanced students in foreign language and either area or international studies. Allocations of fellowships are made to selected U.S. higher education IHEs, which, in turn, award FLAS grants to individual students. Programs offered by an IHE may be interdisciplinary or multidisciplinary, including fields in the humanities, the social sciences, or other professional studies, and must include study of language(s) of the geographic area of specialization.

Number of Fellowships: Academic Year	570	575	610	650
Summer	330	396	420	405
Average Fellowship: Academic Year	$11,544	$14,584	$16,000	$17,500
Summer	$2,500	$3,263	$3,315	$4,012
Number Institutions	109	109	133	133
Average Institutional Award	$69,266	$87,562	$83,853	$97,744
Number Institutional Applications	131	131	144	133
Total $ Requested	$43,550,285	$45,672,785	$24,748,429	$19,500,000
Total $ Available	$7,550,000	$9,544,225	$11,152,500	$13,000,000

INTERNATIONAL RESEARCH AND STUDIES (I/RS) program provides grants to IHEs, public and private organizations, institutions and individuals to support surveys, studies and the development of specialized instructional materials for foreign language, foreign area, and related studies. The program is designed to improve and strengthen the status of foreign language, area, and related studies in American education. Increased attention is being given to research in testing foreign language proficiency, teaching methodologies, and the development of materials for language instruction in the uncommonly taught modern foreign languages and language and area studies materials for K-12.

Number of New projects	15	25	16	13
Average Award	$59,404	$79,301	$72,055	$79,507
Number of Continuations	9	12	15	13
Average Award	$63,358	$48,937	$71,475	$76,604
Small Business Innovation Project	1	-0-	1	1
Average Award	$29,715	-0-	$29,951	$200,000
Number of applications	77	55	77	90
Total $ Requested	$4,949,514	$4,498,627	$6,534,306	$9,823,137
Total $ Available in Budget	$1,491,000	$2,569,775	$2,295,958	$2,189,143

LANGUAGE RESOURCE CENTERS (LRCs) program is designed to improve the nation's capacity to teach and learn foreign languages effectively. Activities supported may include: a) conduct of research on new and improved methods for teaching foreign languages; b) development of new materials for teaching foreign languages to reflect the results of research on effective teaching strategies; c) development and application of proficiency testing; d) the training of teachers in the administration and interpretation of proficiency tests, use of effective teaching strategies, and uses of new technologies; e) the publication of instructional materials in the less commonly taught foreign languages; f) dissemination of research results, teaching materials, and improved pedagogical strategies to the postsecondary education community.

	FY89	*FY90*	*FY91*	*FY92 (est.)*
Number of New Projects	-0-	3	-0-	-0-
Average Award	-0-	$350,000	-0-	-0-
Number of Continuations	-0-	-0-	3	3
Average Award	-0-	-0-	$384,362	$400,000
Number of Applications	-0-	15	3	3
Total $ Requested	-0-	$5,615,488	$1,293,291	$1,480,635
Total $ Available	-0-	$1,050,000	$1,153,087	$1,200,000

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE (ISFL) program awards grants to IHEs, or a combination of IHEs to plan, develop, and carry on a program to strengthen and improve undergraduate instruction in international studies and foreign languages. Public and private non-profit agencies and organizations may apply for funds to develop projects which have the potential for making an especially significant contribution to the improvement of undergraduate instruction in international and foreign language studies in the United States.

Number of New Programs	27	25	31	41
Average Award	$45,544	$53,000	$52,880	$59,487
Number of Continuations	26	30	25	31
Average Award	$50,288	$50,650	$62,049	$56,485
Number of Applications	112	126	127	133
Total $ Requested	$7,048,643	$7,026,607	$7,597,333	$7,956,262
Total $ Available	$2,497,650	$2,827,848	$3,190,500	$4,190,000

BUSINESS AND INTERNATIONAL EDUCATION (BIE) program provides matching grants to IHEs to promote linkages between IHEs and elements of the American business community engaged in international economic activity. Projects must be designed to both enhance the international academic programs of IHEs and provide appropriate services to the business community to expand its capacity to engage in commerce abroad. Each project must be carried out in active partnership with a business enterprise, trade organization, or association engaged in international economic activity and each project's application must be accompanied by a copy of an agreement between the IHE and an appropriate organization or business. The Federal share under this program for each fiscal year shall not exceed 50 percent of the total cost of the grant.

Number of New Projects	20	18	26	15
Average Award	$68,368	$66,786	$65,996	$69,733
Number of Continuations	15	20	17	26
Average Award	$62,267	$65,750	$71,624	$72,596
Number of Applications	125	86	104	126
Total $ Requested	$10,511,873	$9,827,808	$14,734,723	$15,000,000
Total $ Available	$2,301,350	$2,517,152	$2,933,500	$2,933,500

CENTERS FOR INTERNATIONAL BUSINESS EDUCATION (CIBEs) program provides grants to IHEs which will: 1) be national resources for the teaching of improved business techniques, strategies, and methodologies which emphasize the international context in which business is transacted; 2) provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of United States trading partners; 3) provide research and training in the international aspects of trade, commerce, and other fields of study; 4) provide training to students enrolled in the IHE, or combination of IHEs, in which a center is located; and, 5) serve as regional resources to businesses in close proximity by offering programs and providing research designed to meet the international training needs of such businesses.

	FY89	*FY90*	*FY91*	*FY92 (est.)*
Number of New Projects	5	11	-0-	8
Average Award	$148,200	$240,909	-0-	$288,210
Number of Continuations	-0-	5	16	11
Average Award	-0-	$425,680	$314,746	$351,409
Number of Applications	62	59	16	71
Total Requested	$10,354,000	$22,118,894	$5,998,344	$26,554,000
Total $ Available	$741,000	$4,778,404	$5,035,935	$6,171,183

FOREIGN PERIODICALS (FP) program provides funds for the acquisition, preservation of and accessibility to foreign periodicals by U.S. IHEs and public or non-profit library institutions with strength in either specific geographic world areas; or particular fields or issues in world affairs that concern one or more countries; and demonstrate a commitment to share the resources of their library collections with researchers and scholars.

Number of New Projects	-0-	-0-	-0-	10
Average Award	-0-	-0-	-0-	$50,000
Number of Continuations	-0-	-0-	-0-	-0-
Average Award	-0-	-0-	-0-	-0-
Number of Applications	-0-	-0-	-0-	200
Total Requested	-0-	-0-	-0-	$10,000,000
Total $ Available	-0-	-0-	-0-	$500,000

SERVICE TO FOREIGN EDUCATORS

INTERNATIONAL VISITORS (IV) program serves as the main point of contact for visits to the Department of Education by international educators of all ranks and in all areas of specialization. Program staff conduct briefings and discussion sessions on education in the United States for individuals as well as groups of visiting international educators. In addition, CIE staff recommend and arrange professional appointments with education specialists within the Department of Education and make recommendations on other visits and appointments appropriate to the IVs' interests, both in Washington, D.C. and through-out the country. For those educators who are not on U.S. government grants, CIE staff will provide advice and actually plan, if desired by the IV, the professional and cultural itinerary and arrange visits and appointments throughout the country.

NOTE: Attached to this booklet for your convenience are: 1) Line and Staff chart for the Center for International Education; and, 2) Program Announcement Order Form regarding all twelve of the Center's programs.

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE PROGRAM

CFDA Number: 84.016

PROGRAM DESCRIPTION

Title VI of the Higher Education Act (HEA) of 1965, as amended, authorizes the Secretary to award grants to institutions of higher education or a combination of such institutions, to plan, develop, and carry out programs to strengthen and improve undergraduate instruction in international studies and foreign languages.

Public and private nonprofit agencies and organizations may apply for funds to develop projects which have the potential for making an especially significant contribution to the improvement of undergraduate instruction in international and foreign language studies in the United States.

PROGRAM ACTIVITIES

Programs may vary in approach. Applicants may propose to:

- initiate a global studies program or a program focusing on a single world area and its languages;
- develop a program which focuses on issues or topics, such as environmental studies or international business;
- combine the teaching of international studies with professional or preprofessional training; and
- develop an international dimension in pre- and in-service teacher training.

In order to be eligible for funding consideration, each institutional application must contain plans for improving and strengthening undergraduate instruction in **both** international studies and foreign languages. Although matching funds are not legally required, most institutions at least match the amount requested from the Department of Education. The program should be comparative and interdisciplinary in nature, and strengthen linkages among disciplines and professional fields.

FINANCIAL PROVISIONS

Institutions of higher education may use Federal funds in accordance with program requirements to revise and update curricula, and develop additional faculty expertise. Specific allowable costs include salaries, acquistion costs for library or teaching materials, staff travel, and professional service costs for consultants and guest lectures. Only limited funds may be used for overseas travel. Program funds may **not be used for financial assistance to students**, or for program research.

OVER-

Grant awards are normally made for projects extending over a period of two years. Organizations, associations, and institutional consortia are eligible for three years of support. Applicants for multi-year funding must provide a plan of operation and budget for **each** year for which support is requested. Continuation of an award is subject to a satisfactory performance level, and the availability of funds. Programs are carried on primarily **within the U.S.**

APPLICATION PROCEDURE AND DEADLINE

Application deadlines are generally scheduled in early November with project start-up dates the following July. In Fiscal Year 1992, sixty-seven projects were funded at a total cost of $4,082,500.

If you wish further information, contact Christine Corey, Undergraduate International Studies and Foreign Language Program, International Studies Branch, Center for International Education, U.S. Department of Education, Room 3053, ROB-3, 7th and D Streets, S.W., Washington, D.C. 20202-5332. TELEPHONE: (202) 708-7283.

AUTHORIZATION

Higher Education Act of 1965, Title VI, Section 604.

FY 1992 STATISTICAL SUMMARY

CFDA NO. 84.016

NEW APPLICATIONS	CONTINUATION APPLICATIONS
No. Received: 104	No. Received: 31
Funds Requested: $7,187,871	Funds Requested: $2,021,411
Applications Funded: 36	Applications Funded: 31
Funds Obligated: $2,134,870	Funds Obligated: $1,947,630
Average Cost Per Year: $59,300	Average Cost Per Year: $62,826
Range of Funded Projects:	Range of Funded Projects:
$29,268-83,803	$46,401-93,627
Type of Applicant Funded:	Type of Applicant Funded:
Two-Year Colleges: 7	Two-Year Colleges: 7
Public Four-Year: 13	Public Four-Year: 16
Private Four-Year: 16	Private Four-Year: 7

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE PROGRAM

FY 1992 Abstracts of New Awards

1. American River College, 4700 College Oak Drive, Sacramento, CA 95841
Internationalizing the Curriculum and Developing a Computer-Assisted Instructional Foreign Language Laboratory
Francisco Arce, Director (916) 484-8282 Amount: $57,931

2. Ball State University, 2000 University Avenue, Muncie, IN 47306
European Studies: An Interdisciplinary Minor
Francine Friedman, Director (317) 285-8780 Amount: $51,789

3. College of Notre Dame of Maryland, Office of International Programs,
4701 N. Charles St., Baltimore, MD 21210
Partnerships for Language and Culture Learning
Fern Babkes, Director (410) 532-3183 Amount: $55,000

4. College of Our Lady of the Elms, Modern Language Department
291 Springfield Street, Chicopee, MA 01013 **The Improvement and Strengthening of the International and Foreign Languages Program**
Kathleen Imbruno, Director (413) 594-2761 Ext. 312 Amount: $29,268

5. College of St. Scholastica, Management Department, 1200 Kenwood Ave.
Duluth, MN 55811 **Internationalizing the Management Program**
Jessica R. Jenner, Director (218) 723-6150/6415 Amount: $68,500

6. Columbia College, Dept. of Educational Studies, 600 S. Michigan Ave.
Chicago, IL 60605 **Internationalizing a Teacher Training Program**
Marilyn Turkovich, Director (312) 663-1600 Ext. 527 Amount: $60,000

7. Cornell University, East Asia Program, Office of Sponsored Programs, Day Hall
Ithaca, NY 14853-2801 **Enhancing Cornell University's East Asia Program**
Thomas P. Lyons, Director (607) 255-6222 Amount: $58,000

8. Five Colleges, Inc., P.O. Box 740, Amherst, MA 01004 **Faculty Development and Training for East Asian Studies in the Five Colleges**
Jonathan N. Lipman, Director (413) 538-2368/2630 Amount: $ 71,934

9. Fordham University, College of Business Administration, 101 Thebaud Hall
Bronx, NY 10458. **Internationalizing the College of Business Administration**
Sharon Smith, Director (212) 579-2610 Amount: $72,500

10. George Mason University, College of Arts and Sciences, 4400 University Drive
Fairfax, VA 22030 **Strengthening International Studies to Support the Japanese Business Education Initiative**
Richard Coffinberger/Evans Mandes, Directors
(703) 993-1880/8723 Amount: $60,138

11. The George Washington University, Office of Sponsored Research
2121 Eye St., N.W., 6th Fl., Washington, D.C. 20052 **Intercultural Communication and Area Studies: Latin American Studies**
Lois Graff, Director (202) 994-7536 Amount: $46,000

12. Greenville Technical College, P.O. Box 5616, Greenville, SC 29606-5616
Student Competence in International Education
Elizabeth Traxler, Director (803) 250-8397 Amount: $80,000.

13. Illinois Wesleyan University, P. O. Box 2900, Bloomington, IN 61702-2900
Further Development of International Studies and Foreign Language Program in Asian Studies, Development Studies, and Russo-Soviet and Eastern European Studies
George K. Kieh, Director (309) 556-3125/3375 Amount: $55,000

14. Kalamazoo Valley Community College, General Studies Division
6767 West "O" Ave., Kalamazoo, MI 49009 **Establishing a Regional Consortium and an "International Studies and Foreign Language Program Development Institute"**
Theo Sypris, Director (616) 372-5283/5212 Amount: $83,803

15. Madonna University, 36600 Schoolcraft Rd., Livonia, MI 48150-1173
Focusing on Asian Studies and Japanese Language
Sr. Rose Marie Kujawa, Director (313) 591-5048 Amount: $42,806

16. Michigan State University, International Business Centers, 6 Kellogg Center
East Lansing, MI 48823 **Internationalization of Undergraduate Business Education Through Innovations in Business German and Business Russian Programs**
Doris Scarlett, Co- Director (517) 353-4336 Amount: $70,000

17. Middlesex Community College, Springs Rd. Bedford, MA 01730
Internationalizing Across the Curriculum and Improving Foreign Languages
David Kalivas, Director (508) 937-5454 Ext. 6555/6542 Amount: $60,000

18. Oklahoma City University, Division of International Programs, 2501 N.
Blackwelder St., Oklahoma City, OK 73106 **Integrating Asian Studies with Undergraduate Business and Foreign Language Programs**
Dennis Dunham, Director (405) 521-5408 Amount: $56,000

19. Pikes Peak Community College, 5675 South Academy Blvd., Colorado Springs,
CO 80906-5498 **Institutionalizing International Perspectives**
Rebecca Hale-Taley, Director (719) 540-7204 Amount: $52,000

20. Salem-Teikyo University, Japanese Studies Curriculum Committee, Salem, WV
26426 **Strengthening the Japanese Studies Major**
Wayne H. England, Director (304) 782-5344 Amount: $46,000

21. Santa Fe Community College, 3000 NW 83rd St., Gainesville, FL 32606
Globalizing the Curriculum
David Bathe, Director (904) 395-5349 Amount: $53,000

22. Southern Illinois University, College of Liberal Arts, Carbondale, IL 62901-4709
Expansion of FLIT and Establishment of East Asian Studies
Eugene Timpe, Director (618) 536-5571 Amount: $67,000

23. SUNY-Cobleskill, Academic Affairs, Cobleskill, NY 12043
Expanding International and Foreign Language Studies Across Undergraduate Technical Curricula
W. Clifton Collins, Director (518) 234-5528 Amount: $58,430

24. University of Dayton, 300 College Park, Dayton, OH 45469-0104
Strengthening Latin American Studies and Spanish Language Instruction
Margaret Karns, Director (513) 229-3538 Amount: $62,000

25. University of Iowa, South Asia Studies Program, Iowa City, IA 52242
Enhancing Undergraduate South Asia Studies
Fred Smith, Director (319) 335-2178 Amount: $68,704

26. University of Missouri-Columbia, Sponsored Programs, 310 Jesse Hall
Columbia, MO 65211 **Sharing Resources/Sharing Traditions to Strengthen International Education at Two Missouri Institutions**
John D. Heyl, Director (314) 882-6007 Amount: $66,200

27. University of Missouri-St. Louis, Center for International Studies, 8001 Natural Bridge Rd., St. Louis, MO 63121-4499 **Language and Curriculum Development for the Joint Center for East Asian Studies (U of MO-St. Louis and Washington U)**
Joel Glassman, Director (314) 553-5753/5755 Amount: $60,500

28. University of North Florida, College of Arts and Sciences, 4567 St. Johns Bluff Rd. Jacksonville, FL 32216 **A Project to Initiate an Interdisciplinary Undergraduate Minor and Major in International Studies**
Thomas Leonard, Director (904) 646-2886 Amount: $38,000

29. University of Oregon, Center for Asian and Pacific Studies, Eugene, OR 97403
Pacific Islands Studies Program Development
William Ayres, Director (503) 346-5087/5119 Amount: $42,000

30. University of Rhode Island, The Research Office, 70 Lower College Rd., Kingston RI 02881 **Business and Language at the University of Rhode Island: An Integrative Model**
John M. Grandin, Director (401) 792-5911 Amount: $70,000

31. University of South Dakota, School of Education, 414 E. Clark St., Vermillion, SD 57069 **Teaching for International Literacy in the Undergraduate Curriculum**
Robert W. Wood, Director (605) 677-5832 Amount: $75,994

32. University of Wisconsin-River Falls, 410 Springs St., River Falls, WI 54022
The Creation and Implementation of an International Business Option-Europe at the U of Wisconsin at River Falls
Peter Johansson, Director (715) 425-3896 Amount: $52,075

33. Valparaiso University, East Asian Studies Program, Valparaiso, IN 46383
Toward the Pacific Century: Developing an Interdisciplinary East Asian Studies Program
R. Keith Schoppa, Director (219) 464-5332 Amount: $65,000

34. Washington University, Center for Islamic Societies and Civilizations, One Brookings Drive, Campus Box 1088, St. Louis, MO 63130-4899 **Near Eastern Curriculum and Faculty Development Project**
Peter Heath, Director (314) 935-4325/5116 Amount: $69,298

35. William Jewell College, Liberty, MO 64068 **An International Perspective and the Liberal Arts College: Extending Language Learning and International Studies Across the Curriculum**
Ian Munro, Director (816) 781-7700 Ext. 5692 Amount: $52,000

36. Worcester Polytechnic Institute, Interdisciplinary Studies Division, 100 Institute Rd., Worcester, MA 01609 **Internationalizing Engineering Education**
Hossein Hakim, Director (508) 831-5772 Amount: $58,000

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE PROGRAM

FY 1992 Continuation Awards

1. Arizona State University, Center for Asian Studies, Tempe, AZ 85287-1903 **Development of an Integrated Program of Undergraduate East Asian Studies and Languages.**
Laurel Rodd, Director (602) 965-4582 Amount: $46,401

2. University of Arizona/SIROW, Southwest Institute for Research on Women Tucson, AZ 85721 **Strengthening the Teaching of Middle Eastern Studies and Arabic**
Janice Monk, Director (602) 621-7338 Amount: $70,500

3. Bowling Green State University, International Studies Program, Shatzel Hall 103 Bowling Green, OH 43403 **International Studies Enhancement in the Russian Area Through Faculty Exchanges and Curriculum Revision**
Timothy Pogacar, Director (419) 372-8028 Amount: $50,952

4. Bristol Community College, Fall River, MA 02720. **Internationalizing the Curriculum**
Charles Blank, Director (508) 678-2811 Ext. 185 Amount: $55,534

5. California State University-Long Beach, Long Beach, CA 90815 **Development of a Curriculum for a Bachelor's Degree in Japanese**
Yoko Pusavat, Director (310) 985-5277 Amount: $64,861

6. Dartmouth College, Asian Studies Program, P.O. Box 7, Hanover, NH 03755 **Interdisciplinary Development of Arabic Language and Middle Eastern Curriculum**
David Lagomarsino, Director (603) 646-1424 Amount: $63,275

7. Earlham College, International Programs Office, Richmond, IN 47374 **Project to Infuse Spanish Language and Hispanic Perspectives into the Undergraduate Curriculum**
Howard Lansom, Director (317) 983-1424 Amount: $62,000

8. East Carolina University, Center for International Programs, Greenville, NC 27858 **Strengthening Foreign Language Study and International Studies**

9. Edmonds Community College, International Education Division, Lynnwood WA 98036 **Two New Options in International Education**
Barbara G. Morgridge, Director (206) 771-1597 Amount: $45,000

10. Educational Testing Service, College Board Programs Division, Princeton, NJ 08541 **Comprehensive Spanish Proficiency Tests**
Mariette Reed, Director (609) 734-1392 Amount: $83,021

11. Georgia Southern University, Department of History, Statesboro, GA 30460
Developing African and African Diaspora Studies
Alfred Young, Director (912) 681-0244/0254 Amount: $66,000

12. Goucher College, Baltimore, MD 21204
New Directions for Global Understanding
Carolyn North, Director (410) 337-6000 Amount: $67,327

13. Grambling State University, College of Liberal Arts, Grambling, LA 71245
Enrichment Program in International Studies and Foreign Languages
M. Francis Abraham, (318) 274-2538 Amount: $91,998

14. Illinois Eastern Community College, Olney, IL 62450
The Dynamics of a Changing World Economy
Wayne Henegar, Director (618) 262-8641 Ext. 3204 Amount: $48,000

15. University of Iowa, Center for International and Comparative Studies, Iowa City IA 52242 **International Studies in the Health Field**
Paul Greenough, Director (319) 335-1468 Amount: $66,000

16. University of Iowa, Department of History, Iowa City, IA 52242
Soviet and Eastern European Studies Program
Steven Hoch/Ray Parrott, Co-directors (319) 335-2286/0170 Amount: $57,453

17. Iowa Lakes Community College, Estherville, IA 51334
Mobilization to Enhance Student Appreciation of Cultural Diversity and Awareness of Global Interdependence for a New Millenium
Dennis MacDonald, Director (712) 852-3554 Amount: $66,445

18. Ithaca College, Depts. of Humanities and Sciences, Ithaca, NY 14850
Developing a Major in Global and Multicultural Studies
Garry Thomas, Director (607) 274-1326 Amount: $58,356

19. University of Maryland/Baltimore, Dept. of Modern Languages, Baltimore, MD 21228 **Improving Foreign Language Skills in International Studies**
Ronald Schwartz, Director (410) 455-2379 Amount: $60,949

20. Michigan Technological University, Humanities Dept. and the School of Business, Houghton, MI 49931-1295. **Instituting a Soviet and Eastern European Areas Studies Program at MTU: Understanding Transformations in Economics, Technology and Culture**
Steven Loughrin-Sacco, Director (906) 487-2066 Amount: $60,227

21. Normandale Community College, Bloomington, MN, 55431
Internationalizing the Curricula of the Minnesota Metro Area Community College International Consortium
Bernard Raphael, Director (612) 832-6378 Amount: $85,000

22. Pace University, Lubin School of Business, New York, NY 10038
Undergraduate International Management and Foreign Languages Program.
Anne Marie Francesco, Director (212) 346-1988 Amount: $61,024

23. Research Foundation of SUNY at Brockport, Brockport, NY 14420
Curriculum and Faculty Development Project in International Studies and Foreign Languages
Victor Rojas, Director (716) 395-5231 Amount: $49,999

24. San Diego State University Fndn, College of Arts & Sciences/College of Education, San Diego, CA 92182-1900 **Internationalizing Teacher Preparation**
Elsie Begler, Director (619) 594-2412 Amount: $64,000

25. Simmons College, Boston, MA 02115
Internationalization at Simmons College: Area Studies and Faculty Development
Deborah Miner, Director (617) 738-3156 Amount: $64,100

26. Southwest Texas State University, Center for International Education, San Marcos, TX 78666 **Russian/East European Studies Program**
Dennis Dunn, Director (512) 245-2339 Amount: $69,541

27. Spokane Falls Community College, Spokane, WA 99204
Internationalizing the College Curriculum
Stanley Lauderbaugh, Director (509) 533-7413 Amount: $69,541

28. St. Cloud University, College of Fine Arts & Humanities, St. Cloud, MN 56301-4498 **Certificate Program in International Awareness**
Michael Connaughton, Director (612) 255-3093 Amount: $50,000

29. Utah Valley Community College, Orem, UT 84058
Development of an AA Degree in International Studies
Malan Jackson, Director (801) 222-8000 Ext.334/342 Amount: $ 66,003

30. Westchester Consortium for International Studies-Marymount College
100 Marymount Ave., Tarrytown, NY 10591-3796 **International Gender Perspectives in Literary Texts.**
Ellen Silber, Director (914) 332-8382 Amount: $56,954

31. West Liberty State College, West Liberty, WV 26074
A Cooperative Effort to Enhance International Studies and Foreign Language Education
Roland Williams, Director (304) 336-8252 Amount: $72,204

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

BUSINESS AND INTERNATIONAL EDUCATION PROGRAM

CFDA NUMBER 84.153

PROGRAM DESCRIPTION

The Business and International Education Program is authorized under the Title VI, Part B, of the Higher Education Act of 1965 as amended. The purpose of the program is to promote education and training that will contribute to the ability of United States business to prosper in an international economy. The legislation authorized the Secretary of Education to award grants to institutions of higher education to provide suitable international training to business personnel in various stages of professional development.

Each program assisted with Federal funds must both enhance the international academic program of the institution and provide appropriate services to the business community which will expand its capacity to engage in commerce abroad. Institutional matching of 50 percent of the total cost of the program is a statutory requirement. Each grant application must be accompanied by an agreement between the institution and a business enterprise, trade organization or association engaged in international economic activity, for the purpose of developing or improving activities eligible for assistance.

PROGRAM ACTIVITIES

Eligible activities include, but are not limited to:

- improvement of the business and international education curriculum of institutions to serve the needs of the business community, including the development of new programs for mid-career or part-time students;
- development of programs to inform the public of increasing international economic interdependence and the role of American business within the international economic system;
- internationalization of curricula at the junior and community college level, and at undergraduate and graduate schools of business;
- development of area studies programs and interdisciplinary international programs;
- establishment of export education programs;
- research for and development of specialized teaching materials appropriate to business-oriented students;
- establishment of student and faculty fellowships and internships or other training or research opportunities;
- creating opportunities for business and professional faculty to strengthen international skills;

OVER-

- development of research programs on issues of common interest to institutions of higher education and private sector organizations and associations engaged in or promoting international economic activity; and
- the establishment of internships overseas to enable foreign language students to develop their foreign language skills and knowledge of foreign cultures and societies.

APPLICATION PROCEDURE AND DEADLINE

Application deadlines are generally scheduled in November with project start-up dates the following September. In Fiscal Year 1991, 42 projects were funded at a total cost of $2,969,500.

If you wish further information, contact Susanna Easton, Business and International Education Program, International Studies Branch, Center for International Education, U.S. Department of Education, Room 3053, ROB-3, 7th and D Street, S.W. , Washington, D.C. 20202-5332. Telephone: (202) 708-8764.

AUTHORIZATION

Part B, Title VI of the Higher Education Act of 1965, as amended.

STATISTICAL SUMMARY FOR THE TITLE VI-B BUSINESS AND INTERNATIONAL EDUCATION PROG

FISCAL YEAR 1991

CFDA NUMBER - 84.153

NEW APPLICATIONS

1. Number of Applications Received - 87
2. Total Funds Requested - $13,665,223
3. Number of Application Funded - 26
4. Total Funds Obligated - $1,715,885
5. Average Cost of Projects: $65,996
6. Range of Funded Projects:
   $35,000 - $95,000
7. Type of Applicant Funded
   a. Two-Year Colleges - 7
   b. Four-Year Institutions - 21

NON-COMPETING CONTINUATION APPLICATI

1. Number of Applications Received -
2. Total Funds Requested - $1,069,39
3. Number Applications Funded - 17
4. Total Funds Obligated - $1,217,615
5. Average Cost of Projects: $71,628
6. Range of Funded Projects:
   $32,138 - $108,000
7. Type of Applicant Funded:
   a. Two-Year Colleges - 5
   b. Four-Year Institutions - 12

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

BUSINESS AND INTERNATIONAL EDUCATION PROGRAM

Authorized under Title VI, Part B of the Higher Education Act

1991-92 New Awards

Abstracts

1. American Graduate School of International Management, International Studies Dept., 15249 N. 59th Ave., Glendale, AZ 85306. Robert Tancer and Barbara Olson, Directors: (602) 978-7250. Amount recommended: $72,000.

2. Anne Arundel Community College, 101 College Parkway, Arnold, MD 21012. Mary Ellen Kiss, Director: (301) 541-2774. Amount recommended: $95,500.

3. Central State University, College of Business, Wilberforce, OH 45384. Charles Showell, Director: (513) 376-6441. Amount recommended: $75,000.

4. Erie Community College, 121 Ellicott St., Buffalo, NY 14203. Wayne O'Sullivan, Director: (716) 842-2770. Amount recommended: $36,000.

5. Fresno City College, Economic Development Division, 1101 E. University Ave., Fresno, CA 94741. A. Brian Calhoun, Director: (209) 442-4600. Amount recommended: $67,000.

6. George Mason University, 4400 University Drive, Fairfax, VA 22030. Evan Anderson, Director: (703) 323-2758. Amount recommended: $88,000.

7. Georgetown University, School of Business Administration, 37th & "O" Sts., Washington, D.C. 20057. James Abert, Director: (202) 687-3911. Amount recommended: $84,000.

8. Georgia Southern University, Statesboro, GA 30460. Zia Hashmi, Director: (912) 681-5668. Amount recommended: $79,000.

9. Milwaukee Area Technical College, Business Division, 700 W. State Street, Milwaukee, WI 53233. Lourdene Huhra, Director: (414) 278-6747. Amount recommended: $33,629.

10. Raritan Valley Community College, P.O. Box 3300, Somerville, NJ 08876. Tulsi Maharjan, Director: (201) 526-1200. Amount recommended: $41,000.

11. Saint Louis University, 3674 Lindell Blvd., St. Louis, MO 63108. S.H. Kim, Director: (314) 658-3898. Amount recommended: $69,000.

12. South Carolina State College, 300 College Ave., N.E., Orangeburg, SC 29117. Zaida Martinez, Director: (803) 536-7013. Amount recommended: $52,860.

13. Southwestern Community College District, 900 Otay Lakes Rd., Chula Vista, CA 92010. Hugo Amores, Director: (619) 421-6700. Amount recommended: $64,000.

14. State University of New York at Plattsburgh, P.O. Box 9, Albany, NY 12201. Alan Lessler, Director: (518) 564-2214. Amount recommended: $59,000.

15. University of Kansas, Center for East Asian Studies, 105 Lippincott Hall, Lawrence, KS 66045-2146. Clyde Stoltenberg, Director: (913) 864-3849. Amount recommended: $50,000.

16. University of Kentucky, 105 Kindead Hall, Lexington, KY 40506-0057. Curt Harvey, Director: (606) 257-4544. Amount recommended: $64,000.

17. University of Maryland, Dept. of Government & Politics, College Park, MD 20742. Dennis Pirages, Director: (301) 405-4139. Amount recommended: $89,000.

18. University of Michigan, 475 E. Jefferson St., Rm. 1322, Ann Arbor, MI 48109-1248. L.A. Peter Gosling, Director: (313) 665-2490. Amount recommended: $66,000.

19. University of Pittsburgh, 350 Thackeray Hall, Pittsburgh, PA 15260. Bob Donnorumo and Wilfried Daehnick, Director: (412) 624-7400. Amount recommended: $73,000.

20. University of Puerto Rico at Mayaguez, College Station, P.O. Box 5000, Mayaguez, PR 00709-5000. Ramachandra K. Asundi, Director: (809) 832-4040. Amount recommended: $57,000.

21. University of San Diego, School of Business Admin., Founders Hall, Rm 164, San Diego, CA 92110. Greg Gazda, Director: (619) 260-4864. Amount recommended: $67,000.

22. University of Southern Mississippi, College of Business, Box 9419, Hattiesburg, MS 39406. Eddie Lewis, Director: (601) 266-4652. Amount recommended: $83,000.

23. University of South Carolina, Office of Sponsored Programs, Columbia, SC 29208. Barbara Hastings, Director: (803) 599-2531. Amount recommended: $35,396.

24. University of South Florida, 4202 E. Fowler Ave., FAO-126, Tampa, FL 33620. Arie Beenhakker, Director: (813) 974-2081. Amount recommended: $87,000.

25. University of Texas at San Antonio, College of Business, San Antonio, TX 78285. William E. Spruce, Director: (512) 691-5241. Amount recommended: $73,000.

26. Utah Valley Community College, School of Business, 800 West 1200 South, Orem, UT 84058. Ian Wilson, Director: (801) 222-8000. Amount recommended: $55,500.

26 New Awards:	$1,715,885
17 Non competing Contiuation Awards:	$1,217,615
Total 43 Awards:	$2,933,500

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

BUSINESS AND INTERNATIONAL EDUCATION PROGRAM

Authorized under Title VI, Part B of the Higher Education Act

1991-92 Noncompeting Continuation Awards

1. California Lutheran University, School of Business, 60 W. Olsen Rd., Thousand Oaks, CA 91360. Dr. James Esmay, Director: (805) 493-3358. Amount recommended: $89,284.

2. California State University, Dominguez Hills, School of Management, 1000 E. Victoria, Carson, CA 90747. Dr. Peter Herne, Director: (213) 516-3548. Amount recommended: $70,000.

3. Central Connecticut State University, School of Business, 1615 Stanley St., New Britain, CT 06050. Dr. Larry E. Short, Director: (203) 827-7285. Amount recommended: $71,000.

4. Charles Stewart Mott Community College, (Business Division), 1401 E. Court St., Flint, MI 48503. Dr. Mary Fifield, Director: (313) 762-0237. Amount recommended: $58,363.

5. Coastline Community College, (Business Division), 11460 Warner Ave., Fountain Valley, CA 92708. Thomas J. Snyder, Director: (714) 241-6243. Amount recommended: $100,000.

6. University of Colorado, Denver, The Colorado Center for International Executive Education, 1200 Larimer Street, Denver, CO 80204. Michael Hayes, Director: (303) 628-1285. Amount recommended: $79,000.

7. Community College of Spokane, (Business Division), North 2000 Greene Street, Spokane, WA 99207. Richard B. Halvorson, Director: (509) 536-7413. Amount recommended: $58,000.

8. Delaware County Community College, (Business Division), Media, PA 19063. Sharon Smith, Director: (215) 359-5131. Amount recommended: $79,000.

9. Illinois Benedictine College, Institute for International Marketing, 5700 College Road, Lisle, IL 60532. Dr. Margarete Roth, Director: (708) 960-1500. Amount recommended: $74,065.

10. University of Louisville, School of Business, Louisville, KY 40292. C. Aaron Kelley, Director: (502) 588-7830. Amount recommended: $69,000.

11. Madonna College, International Business Development for Business Managers, Faculty and Community, 36600 Schoolcraft Road, Livonia, MI 48150. Charlotte Neuhauser, Director: (313) 591-5117. Amount recommended: $32,138.

12. Memphis State University, College of Business and Economics, Memphis, TN 38152. Dr. Ben L. Kedia, Director: (901) 678-4044. Amount recommended: $71,000.

13. Michigan State University, International Business Development Program, 205 International Center, East Lansing, MI 48824-1035. Dr. S. Tamer Cavusgil, Director: (517) 353-4336. Amount recommended: $108,000.

14. Northwestern University, Center for the Interdisciplinary Study of Science and Technology, 633 Clark Street, Evanston, IL 60208. Michael Radnor, Director: (708) 491-5617. Amount recommended: $51,000.

15. Portland State University, Soviet and East European Business Administration (SEEBA) Center, P.O. Box 751, Portland, OR 97207-0751. Earl Molander, Director: (503) 725-3714. Amount recommended: $52,007.

16. Sinclair Community College, International Education Committee (Business Division), 444 W. Third Street, Montgomery County, Dayton, OH 45402. Robert Ferrar, Director: (513) 226-2769. Amount recommended: $60,758.

17. Washington University, School of Engineering, One Brookings Drive, St. Louis, MO 63130. H.S. Leahey, Director: (314) 889-5889. Amount recommended: $95,000.

17 Noncompeting Continuations: $1,217,615
26 New Awards 1991-92 : $1,715,885
Total: 43 Awards : $2,969,500

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Clearinghouse for Junior Colleges

University of California, Los Angeles FALL 1991

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Documents are selected on the basis of their contribution to knowledge, relevance, innovativeness, effectiveness of presentation, thoroughness of reporting, timeliness, authority of source, intended audience, and comprehensiveness.

Documents may by typeset, typewritten, photocopied or otherwise duplicated. They must be legible and easily readable. Standard 8 1/2" by 11" size pages are preferred. Colored inks and papers should be avoided, as they create reproduction problems. For each document submitted, ERIC is required to obtain a formal signed Reproduction Release Form. You can obtain one from us by calling (310) 825-3931.

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405 Hilgard Avenue
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EDRS update:

The ERIC Document Reproduction Service toll-free number, (800) 443-ERIC, is now available to ERIC customers in Canada.

A Guide to Searching ERIC for Documents on Community and Junior Colleges

The ERIC database contains thousands of documents on topics that are relevant to community college researchers and practitioners. If you are planning a new project in your college or seeking a new way of researching a particular topic, an ERIC search is an excellent first step. However, the ERIC database, with its myriad fields and terms, can often be confusing. This guide will hopefully make your searching easier.

In order to search the ERIC database most effectively, it is important that the searcher always use the correct *descriptors* from the ERIC Thesaurus, the terms used to identify the subject of the documents, and that these terms be combined in a way that addresses the topic being sought. The descriptors listed below represent some of the terms which are most applicable to the community college scope. They should be combined using *Boolean Logic*, in which the "or" term is used to combine like descriptors, and the "and" term is used to combine the resulting sets. (Think of your high school algebra class lessons on sets) Every document addressing community colleges should have the terms "community colleges" or "two year colleges" as major descriptors. Combining these terms with the "or" boolean search term will generate the maximum number of documents on this field. The resulting search can then be combined with the other descriptors in order to find a particular subject area pertaining to community colleges. For example, researchers seeking information on adult education in community colleges can structure a search as follows:

#1 Community colleges *or* two year colleges
#2 Adult Basic Education *or* Adult Education *or* Adult Students *or* Andragogy/de
#3 #1 *and* #2

A search can be limited further by publication date, type of document (journal article or ERIC document), or the use of additional, more precise descriptors. Please remember when using SilverPlatter, always place a dash between each word in a multi-word descriptor, i.e. two-year-colleges. In addition, omit any parentheses. In Dialog, descriptors are used without dashes, although the limiter "de" should be used with one-word descriptors, i.e. deans/de. This avoids free-text searching.

For more detailed information on searching and search strategies, please refer to the information listed in the Summer 1991 *Bulletin* on the publications "Using ERIC on CD-ROM" and "Searching the ERIC Database Using CD-ROM." For the complete set of ERIC descriptors, please refer to the bound copy of *The ERIC Thesaurus*. This publication is available at libraries which carry the ERIC collection, or you can order a copy from Oryx Press, (800) 279-ORYX, for $69.50. If you have specific questions on structuring a search, you can always call Diane Hirshberg, User Services Coordinator, at (310) 825-3931.

Academic Achievement
Academic Advising
Academic Deans
Academic Persistence
Academic Standards
Access to Education
Accreditation (Institutions)
Adjunct Faculty
Administrative Organization
Administrator Attitudes
Administrator Effectiveness
Administrator Evaluation
Administrator Responsibility
Administrator Role
Administrators
Adult Basic Education
Adult Education
Adult Students
Affirmative Action
Allied Health Occupations Education
Alumni
Articulation (Education)
Associate Degrees

Basic Skills
Board Administrator Relationship
Budgets
Budgeting
Business Education
Campus Planning
Career Counseling
Collective Bargaining
College Presidents
College Transfer Students
College Credits
College Choice
College Admission
College Governing Councils
College Planning
College Administration
College Applicants
College Curriculum
College Attendance
College Environment
College Instruction
College Libraries
College Programs
College Bound Students
College School Cooperation
College Graduates
College Faculty
College Outcomes Assessment
Community Education
Community Colleges
Community Services
Commuter Colleges
Commuting Students
Computer Assisted Instruction
Cooperative Education
Cooperative Programs
Course Selection (Students)
Course Content
Course Descriptions
Credit Courses
Critical Thinking
Curriculum Evaluation
Curriculum Guides
Curriculum Development

Deans
Declining Enrollment
Degree Requirements
Degrees (Academic)
Department Heads
Departments
Developmental Studies Programs
Diagnostic Testing
Distance Education
Dropout Prevention
Dropout Research
Dropouts
Economic Development
Education Work Relationship
Educational Assessment
Educational Development
Educational Finance
Educational Innovation
Educational Objectives

The ERIC Clearinghouse operates under OERI Contract No. RI 88-062002. The opinions expressed in this publication do not necessarily reflect the position or policy of OERI and no official endorsement by OERI should be inferred.

Information Bulletin, FALL 1991
Newsletter Editor: Diane Hirshberg,
User Services Coordinator
(310) 825-3931

A Pocket Guide to ERIC

Office of Educational Research
and Improvement,
U.S. Department of Education

ERIC

Educational Resources
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What Is ERIC?

The Educational Resources Information Center (ERIC) is a national information system designed to provide users with ready access to an extensive body of education-related literature. Established in 1966, ERIC is supported by the U.S. Department of Education, Office of Educational Research and Improvement.

The ERIC database, the world's largest source of education information, contains over 750,000 abstracts of documents and journal articles on education research and practice. This information is available to you at about 3,000 locations worldwide.

You can access the ERIC database online, on CD-ROM, through the printed abstract journals, *Resources in Education* and *Current Index to Journals in Education*, or through cumulated microfiche indexes. The database is updated monthly (quarterly on CD-ROM), ensuring that the information you receive is timely and accurate.

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Revised October 1992

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The ERIC System, through its 16 subject-specific Clearinghouses, 5 Adjunct Clearinghouses, and 4 Support Components, provides a variety of services and products that can help you stay up to date on a broad range of education-related issues. These include research summaries, bibliographies, reference and referral services, computer searches, online database access, and document reproduction.

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This booklet describes the resources available through ERIC and serves as a quick reference for answers to the most commonly asked questions, including:

Where do I call for education information? 4

What products does the ERIC System offer? 5

How can I access the ERIC database? 7

How can I order ERIC documents? 8

How can I submit my work to the database? 9

How can I contact ERIC Components? 10

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With the world's largest educational database as its resource, ERIC staff can help you find answers to education-related questions, refer you to appropriate information sources, and provide relevant publications. Each year, ERIC Components answer more than 100,000 inquiries. Questions concerning the following should be directed to the sources listed:

☐ **ERIC**
Call ACCESS ERIC at 1–800–LET–ERIC.

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Subject-oriented questions should be directed to the particular ERIC Clearinghouse most closely associated with the subject matter involved. Or, call ACCESS ERIC for a referral. (See pages 10–15 for addresses and telephone numbers.)

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Requests for specific ERIC Clearinghouse publications should be directed to the Clearinghouse that prepared the document.

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ERIC produces numerous print and micrographic products to help you access and use the information in the ERIC database.

Abstract Journals—ERIC produces two monthly abstract journals. *Resources in Education (RIE)*, which announces current education-related documents, can be obtained from the U.S. Government Printing Office (GPO), Washington, DC 20402. *Current Index to Journals in Education (CIJE)*, which announces education-related journal articles, is available through Oryx Press (1–800–279–6799).

All About ERIC—This handy reference provides detailed descriptions of the ERIC System, its products and services, and information on how to use them. Free copies are available from ACCESS ERIC.

Database Searches—The ERIC database is accessible in print, online, and on CD-ROM. Consult the *Directory of ERIC Information Service Providers* (available from any ERIC Component) to identify the nearest location to perform a search.

Catalog of ERIC Clearinghouse Publications—The *Catalog* lists publications produced by the ERIC Clearinghouses and Support Components as well as prices and ordering information. Copies are available from ACCESS ERIC for $10, including postage and handling.

The ERIC Review—This journal keeps you informed of important ERIC and education-related developments. For a free copy, call ACCESS ERIC.

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Information Analysis Products—ERIC Clearinghouses produce reports, summaries, digests, and other publications. Contact the Clearinghouse most closely associated with your interest area for its publication list or call ACCESS ERIC to order the *Catalog of ERIC Clearinghouse Publications*.

Microfiche—The full text of most ERIC documents can be acquired on microfiche from the ERIC Document Reproduction Service (EDRS). Individual documents and back collections are available. Call EDRS for current prices.

Thesaurus of ERIC Descriptors—The complete list of index terms used by the ERIC System, with a cross-reference structure and rotated and hierarchical displays, is available from Oryx Press.

ERICTAPES—Computer tapes of the ERIC database are available by subscription or on demand from the ERIC Facility (write for prices).

ERIC Users' Interchange—This free newsletter, published twice a year, provides technical information on database searching, care of microfiche, recent ERIC database developments, and other user aids to libraries, education media centers, and ERIC information service providers.

ERIC Information Retrieval Services

The ERIC database is one of the most widely used bibliographic databases in the world. Last year, users from 90 different countries performed nearly half a million searches of the database.

The ERIC database and related databases can be searched via the major online and CD-ROM vendors listed below. Individuals with a computer and modem may also be able to access ERIC through one of the many computer networks active in the country today. Call 1–800–LET–ERIC for details.

In addition, the *Directory of ERIC Information Service Providers* lists the address, telephone number, and ERIC collection status for more than 900 organizations that perform searches for ERIC users. To order a copy, call any ERIC Component.

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Telephone: (703) 442–0900
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ERIC Document Delivery

The ERIC Document Reproduction Service (EDRS), operated by Cincinnati Bell Information Systems, Inc., is your resource for obtaining microfiche or paper copies of materials from the ERIC database, allowing you to:

- ☐ Access the latest education information for preparing papers, theses, position papers, reports, and bibliographies.
- ☐ Locate full-text documents.
- ☐ Build a low-cost education library.

EDRS can provide full-text copies of most documents announced in *Resources in Education (RIE)*. ERIC's microfiche collection is available by monthly subscription from EDRS.

EDRS also sells microfiche and paper copies of individual documents on request. To obtain price or ordering information, call EDRS at 1-800-443-ERIC.

Journals

Two agencies that provide reprint services for journal articles announced in *Current Index to Journals in Education (CIJE)* are listed below. For journals that do not permit reprints, consult your local university or public library for an original issue of the journal. Or, write directly to the publisher. Addresses are listed in the front of each *CIJE*.

University Microfilms International (UMI)
Article Clearinghouse
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Ann Arbor, MI 48106–1346
Telephone: (800) 732–0616

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Genuine Article Service
3501 Market Street
Philadelphia, PA 19104
Telephone: (800) 523–1850

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ERIC collects a variety of materials on a wide range of education-related topics. Examples of materials included in the database:

- ☐ Research reports
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- ☐ Bibliographies
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Materials can be sent to the Acquisitions Department of the ERIC Clearinghouse most closely related to the subject matter or submitted to the ERIC Processing and Reference Facility (Addresses are listed below.)

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FAX: (503) 346–2334
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805 West Pennsylvania Avenue
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FAX: (217) 333–3767
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Reston, VA 22091–1589
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FAX: (703) 264–9494
INTERNET: ericec@gwuvm.gwu.edu

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DOCUMENTS (ED's) -- CITED IN RIE

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- by finding the microfiche for the document in one of the many ERIC standing order microfiche collections located at major libraries around the country and the world;
- by ordering the document from its original source or other non-ERIC supplier noted in the ERIC citation.

EDRS

Most documents announced in RIE can be ordered inexpensively from EDRS in either microfiche ($1.16 per title) or reproduced paper copy ($3.20 per 25 pages), plus postage. If you want to receive all documents on microfiche in regular monthly shipments, you can subscribe for about $2,000 per year. Clearly identified orders are processed within 5 days. Orders can be placed via mail, telephone, FAX, or online vendor system. An EDRS order form can be found at the back of RIE. The EDRS address is: EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852 Telephone: 1-800-443-ERIC.

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Approximately 900 organizations, including most major universities, subscribe to ERIC's complete microfiche collection and are listed in the *Directory of ERIC Information Service Providers* (available from ACCESS ERIC), (800) USE-ERIC). Using the *Directory*, locate the ERIC microfiche collection geographically closest or most convenient to you. At most locations, you will be able to copy selected pages; at some locations you will be able to obtain a duplicate microfiche. This is probably the quickest way to view an ERIC document and has the advantage of permitting you to review a document before buying it.

ORIGINAL (NON-ERIC) SOURCE

Some document preparers sell their product directly and, therefore, may not let ERIC reproduce it. About 5% of ERIC documents are available from their original sources (in addition to or in lieu of being available from EDRS). Full address and price information (when given) specifying such external availability is always in the ERIC citation.

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Two monthly abstract/index journals announce education-related Journal Articles and Documents collected by ERIC:

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These two publications are available in paper form and all the citations they announce are also contained in the ERIC database, which can be accessed online or through CD-ROM. Once you identify an item you want reproduced, your options depend on whether it is a journal article or a document. Journal articles (CIJE) are identified by an EJ number. Documents (RIE) are identified by an ED number.

JOURNAL ARTICLES (EJ'S) -- CITED IN CIJE

There are two principal ways to obtain journal articles cited in ERIC's database:

1. Find the specific journal at the closest university or research library. Major public libraries may also have them.
2. Call or write a journal article reprint service. Two such services are:

University Microfilms International (UMI)
Article Clearinghouse
300 North Zeeb Road
Ann Arbor, MI 48106
Telephone: (800) 732-0616

Institute for Scientific Information (ISI)
Genuine Article Service
3501 Market Street
Philadelphia, PA 19104
Telephone: (800) 523-1850

See over for Documents

ERIC Topical Bibliography

Clearinghouse for Junior Colleges FALL 1992

International Education in the Community College

A Special Bibliography prepared for the publication, *The Community College and International Education: A Report of Progress, Volume III.* Glenn Ellyn, IL: College of DuPage, 1992

The following citations cover the latest ERIC literature on international education programs in two-year colleges. Most ERIC documents (references with "ED" numbers) can be read on microfiche at over 700 libraries worldwide. In addition, most may be ordered on microfiche or paper copy from the ERIC Document Reproduction Service at (800) 443-ERIC. All citations preceded by an asterisk (*) refer to journal articles which are not available from EDRS. Most journal articles may be acquired through regular library channels, or purchased for $10.75 per copy from UMI Articles Clearinghouse at (800) 521-0600, x533. For a list of libraries in your area that house ERIC microfiche collections, an EDRS order form or for more information about our products and services, please contact the ERIC Clearinghouse for Junior Colleges at (310) 825-3931.

Anderson, Charles J. *International Studies for Undergraduates, 1987. Operations and Opinion.* Higher Education Panel Report Number 76. Washington, DC: American Council on Education, Division of Policy Analysis and Research, 1988. 56 pp. (ED 301 122)

*Bailey, Liz, and Others. "The LRC's Role in Helping Faculty Internationalize the Community College Curriculum." *New Directions for Community Colleges*, 1990, *18* (3), 31-38.

*Bartlett, Carolyn Z. "Consortium Provides International Educational Programs for Community College Students." *College and University*, 1991, *66* (3), 139-41.

California State Postsecondary Education Commission. *Institutional Reports on Pacific Rim Programs. Submissions by the California Community Colleges, the California State University, and the University of California in Response to Assembly Concurrent Resolution 82 (1986).* Commission Report 87-25. Sacramento: Author, 1987. 323 pp. (ED 291 313)

Charles, Richard F. *International Education Programs.* Los Altos Hills, CA: Foothill-De Anza Community College District, 1990. 14 pp. (ED 322 984)

*Clayton, Thomas. "The Globalization of High[illegible]ducation." *Cross Currents*, 1990, *17* (2) 135 pp. (Special issue)

Cornelius, Erwin C. "Integrating Humanities and Educational Travel Abroad Programs." Paper presented at the 11th Annual Meeting of the Community College Social Science Association, Memphis, TN, October 22-24, 1981. 11 pp. (ED 208 926)

Council on Learning. *Education for a Global Century: Handbook of Exemplary International Programs.* Education and the World View, III. New Rochelle, NY: Author, 1981. 157 pp. (ED 210 238)

*Diaz, Carlos F., and Others. "Improving International Relations: Is There a Role for Community Colleges?" *Community and Junior College Journal*, 1984-1985, *55* (4), 32-37.

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Echternacht, Lonnie, Editor. *A Global Look at Business Education.* National Business Education Yearbook, No. 29. Reston, VA: National Business Education Association, 1991. 196 pp. (ED 334 432)

Fersh, Seymour, Editor, and Fitchen, Edward, Editor. *The Community College and International Education: A Report of Progress Volume I.* Cocoa, FL: Brevard Community College, 1981. 338 pp. (ED 211 153)

Fersh, Seymour, Editor, and Greene, William, Editor. *The Community College and International Education: A Report ofProgress. Volume II.* Fort Lauderdale, FL: Broward Community College, 1984. 357 pp. (ED 245 736)

*Gollattscheck, James F. "Sharing and Shaping Our Future." *Community Services Catalyst*, 1987, *17* (1), 6-10.

Greene, William. "Report on International Education Program at Broward Community College." Paper presented at the 62nd Annual Convention of the American Association of Community and Junior Colleges, St. Louis, MO, April 4-7, 1982. 8 pp. (ED 216 731)

Harris, Mathilda E. "Internationalizing Curricula: Articulation Between Two and Four Year Colleges & Universities." Paper presented at the 25th Annual Convention of the International Studies Association, Atlanta, GA, March 27-31, 1984. 9 pp. (ED 246 941)

*Harrison, Gale A. "Study Abroad: A View from the Community College." *International Studies Notes*, 1990, *15* (2), 71-74.

*"International Dimensions in Community College Education." *Innovation Abstracts*, 1984, *6* (6), 4 pp. For further information, contact Ms. Manon Spitzer, UFS1, Box 150, Hanover, NH 03755.

Joseph, Wise B. *Position Paper on International Studies Program at C.S. Mott Community College.* Flint, MI: Charles Stewart Mott Community College, 1981. 17 pp. (ED 243 539)

King, Maxwell C. "Providing Leadership and Implementation for International Education in Community Colleges." Paper presented at the League for Innovation in the Community College Conference, San Francisco, CA, June 11-14, 1989. 12 pp. (ED 307 954)

*King, Maxwell C., and Fersh, Seymour H. "International Education: Its Future Is Now." *Community, Technical, and Junior College Journal*, 1988-1989, *59* (3), 28-29.

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Krasno, Richard. "The Contributions of the Community Colleges to International Education." Speech delivered to the 8th Annual Conference on International Education, Lake Buena Vista, FL, February 12-15, 1985. 23 pp. (ED 256 379)

Mahoney, James R., Editor, and Sakamoto, Clyde, Editor. *International Trade and Education: Issues and Programs.* AACJC Issues Series, No. 2. Washington, DC: American Association of Community and Junior Colleges, 1985. 90 pp. (ED 261 723)

Mark, Charles. *Third World Studies in Massachusetts Higher Education. Academic Project 1980-81. Part I: Survey -- Central and Western Massachusetts*, 1984. 39 pp. (ED 246 735)

Mark, Charles. *Third World Studies in Massachusetts Higher Education. Academic Project 1981-1983. Part II: Survey -- Eastern Massachusetts and Boston*, 1984. 58 pp. (ED 246 736)

Mark, Charles. *Third World Studies in Massachusetts Higher Education. Academic Project 1981-1983. Part III: Analysis, Discussion and Proposal*, 1984. 26 pp. (ED 246 737)

Paquette, William. "Internationalizing the American History Curriculum." Paper presented at the National Conference of the Community College Humanities Association. Washington, DC, November 9-11, 1989. 21 pp. (ED 312 023)

Prast, Leslie L. "International Education: On a Shoestring." *Community, Technical, and Junior College Journal*, 1988-1989, *59* (3), 31-33.

Raby, Rosalind Latiner, Editor. *International Master Modules for Internationalizing the Curriculum: A General Catalogue.* Los Angeles, CA: Los Angeles Community College District, California Institute for International Programs, 1991. 53 pp. (ED 336 150)

Salas, Dominador J. *Infusing International Experience into the Curriculum.* Princeton, NJ: Princeton University, Mid-Career Fellowship Program, 1988. 19 pp. (ED 297 791)

Spitzer, Manon. *Report on Exxon Education Foundation-Funded Project to Increase International Dimensions of Community College Curricula.* Hanover, NH: Universities Field Staff International, Inc., 1984. 18 pp. (ED 257 482)

Tokuyama, M. Yukie, Editor, and Walden, Shauna, Editor. *International Update: November 1990-October 1991.* Washington, DC: American Association of Community and Junior Colleges, Office of International Services. 51 pp. (ED 338 296)

Tonkin, Humphrey, and Edwards, Jane. *The World in the Curriculum: Curricular Strategies for the 21st Century.* Education and the World View, II. New Rochelle, NY: Council on Learning, 1981. 265 pp. (ED 211 009)

*Tsunoda, Joyce S. "Reaching Out: The Role of Community Services and Continuing Education in International Education." *Community Services Catalyst*, 1989, *19* (2), 3-8.

*Vassiliou, Elena. "Parameters of International Studies." *Community and Junior College Journal*, 1984-1985, *55* (4), 14-17.

*Wallace, Steve. "Adding International Themes to a Community College Curriculum: A Review of the Southwest Consortium for International Studies and Foreign Languages." *International Studies Notes*, 1989, *14* (1), 21-23.

Wood, Santiago V. *International Business Education Programs in the California Community Colleges: Final Report of the Project, 1985/86.* Berkeley, CA: Peralta Community College, 1986. 140 pp. (ED 274 384)

Wood, Santiago V. "Vista College. International Business Education Program: Meeting the Challenge of Global Competition." Paper presented at the Resource Development in Community College "Options" Conference, Oakland, CA, September 27-28, 1984. 13 pp. (ED 251 135)

Please help us keep the ERIC database current and comprehensive by submitting your written works to the Clearinghouse for review for inclusion in the ERIC system. Send two copies of each manuscript to the attention of our Acquisitions Coordinator.

ERIC Clearinghouse for Junior Colleges
University of California, Los Angeles
8118 Math-Sciences Building
405 Hilgard Avenue
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ERIC Topical Bibliography

Clearinghouse for Junior Colleges FALL 1992

Multi-Cultural Education in the Community College

A Special Bibliography prepared for the publication, *The Community College and International Education: A Report of Progress, Volume III.* Glenn Ellyn, IL: College of DuPage, 1992

The following citations cover the latest ERIC literature on multi-cultural education programs in two-year colleges. Most ERIC documents (references with "ED" numbers) can be read on microfiche at over 700 libraries worldwide. In addition, most may be ordered on microfiche or paper copy from the ERIC Document Reproduction Service at (800) 443-ERIC. All citations preceded by an asterisk (*) refer to journal articles which are not available from EDRS. Most journal articles may be acquired through regular library channels, or purchased for $10.75 per copy from UMI Articles Clearinghouse at (800) 521-0600, x533. For a list of libraries in your area that house ERIC microfiche collections, an EDRS order form or for more information about our products and services, please contact the ERIC Clearinghouse for Junior Colleges at (310) 825-3931.

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Reference in the ERIC system to Vol. I and Vol. II of the COMMUNITY COLLEGE AND INTERNATIONAL EDUCATION: A REPORT OF PROGRESS

AN:ED211153; CHN: JC820002; AU: Fersh, Seymour, Ed.: Fitchen, Edward, Ed.; TI: The Community College and International Education: A Report of Progress. CS: Brevard Community Coll., Cocoa, Fla.; PY: 1981; AV: Brevard Community College, International Studies, Cocoa, FL 32922; NT: 338p.; Funded through the Department of Education's Undergraduate International Studies Program. PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS. AB: International education, its role in the community college curriculum, and international studies efforts of Brevard Community College (BCC) are the subjects of this two-part report. Following introductory material, Part I presents a collection of items which illustrate different aspects of international activities and programs. It begins by reviewing federal, state, and local policy efforts to foster international education and considers the goals of international/intercultural studies programs and ways of initiating these programs on campus or overseas. Next, the international education activities of the Department of Education, the American Association of Community and Junior Colleges, and the Colleges for International Development are described and a resource list provided. After the role of the community college in American higher education is examined, examples are provided of community college programs, in areas such as economics, environmental studies, and sociology, which include international education components. Part II focuses on courses and instructional materials developed by BCC as part of a project to offer a degree in international/intercultural studies and to incorporate international education in occupational and technical programs. Part II includes examples of international studies modules for courses in engineering technology, film study, literature, international/intercultural studies, nursing, semantics, humanities, business, cultural history, and secretarial science. (KL)

AN:ED245736; CHN: JC840352; AU: Fersh, Seymour, Ed.: Greene, William, Ed.; TI: The Community College and International Education: A Report of Progress. Volume II.; CS: Broward Community Coll., Fort Lauderdale, Fla.; PY: 1984; AV: International Studies Project Director, Broward Community College, Central Campus, 3501 S.W. Davie Road, Fort Lauderdale, FL 33314. NT: 357 p.; For a related document, see ED 211 153. PR: EDRS Price - MF01/PC15 Plus Postage. AB: Designed to highlight the progress made by community colleges in the United States in the area of international education, this report presents a collection of materials representing various state and institutional initiatives and efforts. Part 1 contains articles by Hugh Adams and William Greene, and Maxwell King and Seymour Fersh that provide a history of the development of international education; examples of efforts to advance international education at Brevard Community College (Florida), the Los Angeles Community College District (California), and Pennsylvania community colleges; and other general reports. Part II presents excerpts from legislation and reports illustrating the progress made in Florida in advancing international education. Part III provides information on projects and programs supported by grants from the U.S. Department of Education, and materials on five representative two-year college international programs. Finally, part IV presents materials on Broward Community College's (Florida) "Internationalizing the Curriculum" project, including excerpts from the grant proposal and final report, and sections from instructional modules related to international education which were created by Broward faculty members who received Department of Education funding. (HB)

4. American Council on International/Intercultural Education (ACIIE)

ACIIE

American Council on International/ Intercultural Education

American Council on International/I

ACIIE, as the international arm of the American Association of Community and Junior Colleges (AACJC), works to build and strengthen international support networks for member institutions. It shares its expertise and provides information on topics such as foreign student recruitment, multi-cultural relationships and cultural diversity, and funding opportunities for international educational activities. In doing so, ACIIE helps community colleges cultivate educational partnerships and participate in international and intercultural programs with organizations worldwide.

Mission Statement:

As the world's cultural, political and economic systems become increasingly interdependent, ACIIE strives to increase mutual understanding and cooperation by sponsoring programs on international and intercultural education in community, junior and technical colleges.

ACIIE's goals:

- Promote the importance and relevance of international and intercultural education.
- Identify and disseminate information on internationalizing and interculturalizing the college campus.
- Help establish national and international networks of individuals and institutions engaged in international intercultural programs.
- Advocate on behalf of international and intercultural education.
- Create a seamless link between international and intercultural education.

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ercultural Education (ACIIE)

Benefits to Members

- ACIIE acts as a liaison to support the public policy agenda of AACJC as well as international/intercultural efforts of member colleges.
- ACIIE apprises members of international activities, opportunities, trends, special events, funding sources, special publications and articles of interest.
- ACIIE hosts fall and spring conferences for members, where new issues, practices and opportunities are shared and examined. Members receive discounts on ACIIE conferences.
- ACIIE maintains a computerized legislative hotline on international education concerns.
- ACIIE assists members in communicating with the diplomatic community, the World Bank, UNESCO, and other international organizations.
- ACIIE provides opportunities for active involvement and networking for members through member participation on planning committees, teleconferences, call for papers, conferences, and advocacy activities.
- ACIIE issues two subscriptions to the monthly ACIIE newsletter, two copies per year of the ACIIE membership list, and a 50% discount on mailing labels.

Membership Dues

Annual institutional membership dues are based on full-time equivalency (FTE) as utilized by AACJC. The 1992 dues scale is:

0 to FTE 1499	$350.00
1500+	$595.00

District office membership does not include membership for the separate colleges. On the other hand, should all district colleges join the Council, the district office of that multi-college system automatically becomes an institutional member.

Membership application form

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If you wish to apply for membership, please complete the application form and send it and your dues to:

M. Yukie Tokuyama
Director, International Services
American Association of Community and Junior Colleges (AACJC)
National Centre for Higher Education
One Dupont Circle
N.W. Suite 410
Washington, D.C. 20036
(202) 728-0200
Fax: (202) 833-2467

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AMERICAN COUNCIL ON INTERNATIONAL INTERCULTURAL EDUCATION
ONE DUPONT CIRCLE N.W., SUITE 410, WASHINGTON, D.C. 20036
TEL 202/728-0215 FAX 202/833-2467

ACIIE Develops Strategic Goals for 1992-1995

by Thomas TenHoeve
ACIIE Chair

The dynamic endeavors of ACIIE continued during the summer months. Highlights of these activities are described below:

- *In July, the ACIIE Executive Committee established five major Strategic Goals for 1992-1995:*

1) ACIIE will be the resource for the collection and dissemination of information on international and intercultural education. Categories of activities include: publications, governmental and private external funding sources, legislation, computer networking (i.e., bulletin board), databases, and human resources (curriculum specialists, East-West Center participants), outreach conferences, etc.
2) ACIIE will focus on developing quality teaching and learning processes through internationalizing and pluralizing the curriculum and through providing international and intercultural experiences for students, faculty, administrators, and staff.

   These efforts will be promoted via teleconferences, annual national conferences, regional seminars and workshops, academic programming (the East-West Center's Asian Studies Development Program, instructional materials, and consultant services).
3) ACIIE will monitor national policy agendas on international and intercultural education, identify related resources, mobilize fiscal

(See Report from Chair, continued on page 3)

Fall Meeting Addresses Advocacy and Funding Opportunities

The American Council on International Intercultural Education invites you to join us in Washington, DC at our annual fall meeting this December 3-5. We promise you an informative, interactive, and eventful meeting that you will not want to miss.

On *Advocacy Day*, Thursday, December 3 participants will receive instruction on the principles of advocacy and the impact of the November election on international education in government, that is key Congressional committees and political appointees to federal agencies. They will also receive expert briefings on current regulations and legislation which involve international education. Tentative topics include: the Freedom for Russia and Emerging Eurasian Democracies and Open Markets Support Act (the Freedom Exchange Act), the North American Free Trade Agreement, the National Security Education Act (the Boren Bill), United States Information Agency Reauthorization, visa issues, and Title VI.

In the afternoon, participants will form teams to visit Congressional and Agency offices to practice their advocacy skills. There also will be time for participants to visit offices of their own choosing. (If you are interested in volunteering to assist in developing this workshop or want more information, please contact Herbert Lyon, President, Black Hawk College, Moline, Illinois, Tel. 309/796-1311, ext. 1213.)

FALL MEETING
December 3-5, 1992
Registration Form/
Brochure Enclosed.

Friday will be *Funding Information Day*. The program will commence as a general session with a keynote speaker, followed by panels and sessions with representatives from competitive funding agencies and contractors. A reception with presenters, colleagues and guests from the diplomatic community allows participants to socialize and network.

Saturday's theme is *Partnership*. The National Council for Resource Development (NCRD) members will join ACIIE participants at a joint session on developing international linkages. International and intercultural model program initiatives taken by community colleges throughout the world, including the Asian Studies Development Program, a collaborative effort between the American Association of Community Colleges (AACC), the University of Hawaii and the East-West Center; the Russian and China Business Partnership intiatives at Middlesex Community College (MA); and the Lansing Community College (MI) Mexican Collaborative, will be discussed. (For more information on this, contact Carole Cowan, President, Middlesex Community College, Springs Road, Bedford, MA 01730. Tel. 508/937-5454, Fax. 617/271-0252.)

Don't miss this exciting meeting. Take time *now* to fill in your registration form and call the Ramada Renaissance Hotel-Techworld (202/898-9000) to make your hotel reservation.

DID YOU KNOW?

CRE Directory 1992. The Directory of the Conference of European Rectors lists addresses, telephone and fax numbers, names of rectors, and international contact people at 480 universities and institutes of higher education in 30 European countries. Also includes addresses, names, telephone and fax numbers for national, regional, and international higher education associations in Europe, including European Community education programs. The directory costs $20 (including postage) and is available from: Office of International Education, American Council on Education, One Dupont Circle, NW, Suite 800, Washington, DC 20036. Tel. 202/933-9416, Fax. 202/833-4760.

Fulbright Teacher Exchange Program. The United States Information Agency is now accepting application for the 1993-94 Fulbright Teacher Exchange Program. The program provides opportunities for educators to participate in one-to-one exchanges with teachers from other countries or to attend summer seminars in Italy and the Netherlands. Deadline for applications is October 15, 1992. For information, contact: Fulbright Teacher Exchange Program, Room 142, 600 Maryland Avenue, SW, Washington, DC 20024. Tel. 800/726-0479.

Grants for Graduate Study. The 1993-94 competition for Fulbright and other grants for graduate study will close October 31, 1992. The purpose of these grants is to increase mutual understanding between the people of the United States and other countries through the exchange of people, knowledge and skills. They are provided under the terms of the Fulbright-Hays Act and by foreign governments, universities, corporations, and private donors.

Application materials can be obtained from college or university Fulbright Program Advisers, or from the Institute of International Education in New York (212/984-5327).

Call for Papers. The organizers of the Sixth Annual International Conference for Women in Higher Education, January 7-9, 1993, invite papers on topics including; Equity Issues, Women in Their Disciplines, Women's Roles in Higher Education, Support Systems, Career Mobility, Minority Women, and Networking. Interested parties should submit a 300-500 word abstract and a 25-50 word summary of the paper by October 15, 1992. For information, contact: Dr. Sandra Beyer, Director, Women's Studies Programs, University of Texas at El Paso, El Paso, TX 79968. Tel. 918/747-5200.

IREX Programs. The International Research & Exchanges Board (IREX) is now accepting applications for the following academic programs in the states of the former Soviet region: Individual Advanced Research Opportunities, On-Site Language Training, Research Residencies--application deadline November 1, 1992--and Summer Programs for Language Instructors--application deadline December 15. For information, contact: IREX, PO Box 19767, Washington, DC 20036. Tel. 609/683-9500, Fax. 609/683-1511.

Video Resources. The following two videos are available from NAFSA.

'But I Thought You Wanted To...': Cultural Differences in Incidences of Rape and Sexual Harrassment was produced by Ginny Stark at the University of Oregon. This videotape discusses the many different cultural attitudes towards interaction between the sexes and shows how misunderstandings can be prepared for and avoided.

The Employment Interview: American Style, produced by Gayle Uhler at Cleveland State University in Ohio, is intended to assist international students to prepare for job interviews in the United States. International students were involved in the research, script preparation, production, and evaluation of this video.

The Cooperative Grants Program released these videos, both of which are available on loan from the Educational Programs Division of NAFSA. They may be reproduced. For information, contact: Elizabeth Bell, Educational Program Division Secretary/Assistant, 202/462-4811.

The 1991 Tax Return Workshop for Nonimmigrants, an interactive video and guidebook, provides comprehensive information on tax issues applicable to international students and scholars in the United States. The video includes an important segment on scholarships. For information, contact: Ronald Serota Communications, Inc., 4949 Dempster, #233, Skokie, IL 60077. Tel. 800/628-5829.

Two videos are available on loan from The Debt-for-Development Coalition, Inc. (DDC) The first video is an introduction to debt for development and the second is a WORLDNET interview with DDC's president, John Ross. For information, contact: DDC, 202/467-0881.

INTERNATIONAL UPDATE is published by the American Council on International Intercultural Education (ACIIE). Subscription is a benefit of membership and is available to non-members at an annual subscription rate of $50.

All articles published represent the opinions of the authors and do not necessarily reflect the views or policies of ACIIE or the American Association of Community Colleges.

Send all comments and address changes to Editor M. Yukie Tokuyama, or Assistant Editor Nadya M. Labib. ACIIE, One Dupont Circle, NW, Suite 410, Washington, D.C. 20036.

Report From Chair

(Continued from page 1)

and human resources across the community college sector of higher education, and serve as the primary advocate for international and intercultural education.

Functions in support of this goal will include organizing government relations meetings for community college representatives, gathering federal and private funding information, maintaining a resource database and hotline, strengthening relationships in liaison organizations, and providing staff to oversee these and other related operations.

4) ACIIE will maintain liaisons with other national higher education entities and associations representing international and intercultural education.

To fulfill this goal, ACIIE will endeavor to establish and maintain constructive relationships with pertinent AACC councils, ACCT, the

Thomas TenHoeve, ACIIE Chair

East-West Center, American Council of Teachers of Foreign Languages, and the National Committee on International Studies, among others.

5) ACIIE will promote the importance of international and intercultural education through membership development.

To accomplish this goal, ACIIE will create a marketing plan, refine its membership structure, communicate its services to member colleges pointing to the uniqueness and advantages of membership, develop promotional materials annually, and establish mutually beneficial and complementary relationships with other AACC councils, as appropriate.

- *Extensive interactions with AACC Board members on ACIIE goals and its role as a Council occurred.*
- *ACIIE is now represented on the Liaison for International Educational Exchange Group Executive Committee by ACIIE Director Yukie Tokuyama.*
- *Plans were developed for ACIIE's Fall Conference to be held in Washington December 3-5 in conjunction with NCRD: Thursday - Advocacy Day; Friday - Funding Information Day; Saturday - Partnership Day.*
- *A joint session was held by ACIIE and CCID leadership to establish a covenant of working relationships.*
- *The ACIIE Constitution was reviewed in light of recent ACIIE incorporation status.*
- *The ACIIE 1992 Achievement Award Competition was announced under the leadership of ACIIE Vice Chair Laura Walker.*

COMMUNITY COLLEGES FAIL TO IMPRESS POSTS

Few USIA Programs Include Community Colleges

In a recent discussion on the issues and concerns of two-year colleges with regard to the competitive grant programs offered by the United States Information Agency (USIA), Leonard L. Haynes III, the director of the Office of Academic Programs, indicated that the Washington, DC office is driven by the demands of its posts abroad. According to Haynes, if community colleges are ineligible for participation in the programs, the reason is that these colleges are little known to foreign service personnel at overseas posts and that these colleges have either not been successful or have not made the effort to effectively persuade the posts of the relevance and need for their inclusion in USIA programs.

The September meeting between ACIIE Director Tokuyama and Haynes was prompted by two recent exclusions of community college participation.

One exclusion was from the Baltic and Eastern European Assistance Awards Program which provided financial support to students from this area to undertake two years of study in the United States that culminates in a terminal degree and which stipulated that 60% of the recipients be undergraduates. According to the National Association of Foreign Student Advisors (NAFSA), the contracted agent to handle the selection and matching process, the written criteria it received from USIA did not state that students were limited to upper division undergraduate study. USIA, when probed by a letter of inquiry from Tokuyama about the exclusion of two-year colleges to Barry Fulton, deputy associate director of the Bureau of Educational and Cultural Affairs, responded that the intent was always that the undergraduate scholarships would be restricted to upper-division students.

The second exclusion was from participation in the Wingspread Conference held in mid-September on North American Higher Education Cooperation. College and university educators from Canada, Mexico and the United States met for two days to identify the areas for future cooperation. Although funded by the Johnson Foundation, USIA organized the two-day retreat. When Haynes was queried about the lack of representation of community colleges when the needs for technical training, business-industry partnership programs, English as a Second Language and cultural exchanges would be likely topics of discussion, he stated that once again community colleges have not impressed the posts sufficiently. In spite of this, Haynes is hopeful that community colleges in the future will be invited to participate in some forum related to the North American Free Trade Agreement.

Governors' Travel, 1991

In 1991, Governors from thirty-three states and territories made sixty-three trips. The countries visited and the number of trips to each country were as follows:

- Japan (14)
- Germany (7)
- Poland (6)
- Hungary (5)
- France (3)
- Singapore (2)
- Kiribati (1)
- Spain (1)
- Thailand (1)
- Mexico (12)
- Taiwan (7)
- Russian (6)
- South Korea (5)
- Belgium (2)
- Georgia (1)
- Malaysia (1)
- Suriname (1)
- Tonga (1)
- Canada (9)
- Hong Kong (6)
- Austria (5)
- United Kingdom (4)
- Czechoslovakia (2)
- Italy (1)
- New Zealand (1)
- Switzerland (1)
- Uzbekistan (1)

Thirty-one trips were for general trade promotion; twenty-seven were for investment promotion; nineteen trips were to attend conferences; twelve trips were for tourism promotion; eight trips were to begin technical assistance programs for formerly Communist countries; four trips were for participation in NGA [National Governors' Association] delegations; and three trips were for openings of state offices. (Many trips had more than one goal.)

Japan was the most popular destination, with fourteen trips, the same as in 1990. Also, the Far East was the most popular region, with thirty-six trips, up from thirty-one in 1990.

Visits to Mexico have risen sharply. From 1988 to 1990, Governors visited one, three, and four times, respectively. In 1991, Governors went to Mexico twelve times.

The trend toward more trips to Eastern Europe continues. In 1988 and 1989, the were zero and one trip to Eastern Europe, respectively. In 1990, that number climbed to fourteen. In 1991, it stayed at roughly the same level, with thirteen trips.

Reprinted from National Governors' Association, Going Global: A Governors' Guide to International Trade. Washington, DC: National Governors' Association, 1992.

ARE YOU RECEIVING FREE ON-LINE INFORMATION?

Is your community college taking advantage of the free access to on-line services (FEDIX) to Federal research and education related information? The database holds a wealth of information. Colleges with modem access and Internet access can receive the latest infromation on federal research and educational opportunities, program contacts; scholarships; fellowships; procurement notices from the Commerce Business Daily, Federal Register, and minority opportunities.

Some of the agencies participating in this program include: Department of Energy, Federal Aviation Administration, National Aeronautics and Space Administration, National Science Foundation, Department of Commerce, Department of Education and Agency for International Development.

The service is available 24 hours a day, 7 days a week. For information, contact: 800/232-4879.

Historically Black Colleges and Universities Honored

Ralph J. Bunche Fellowship Program Announced

The US Congress designated September 6-12, 1992 as "National Historically Black Colleges and Universities Week" and President Bush issued a Presidential Initiative mandating that federal agencies work closely with Historically Black Colleges and Universities (HBCUs) to advance their role and participation.

On Wednesday, September 9, 1992, the Agency for International Development (AID) commemorated the honorable history of these outstanding institutions. Administrator Roskens announced AID's new program *The Ralph J. Bunche Fellowship Program in International Education*. This program will allow educators on leave from their institutions to work from four months to one year at AID's Office of International Training (OIT) to develop and implement innovative international education projects. (For more information, contact OIT. Tel. 703/875-4200)

This month AID's Center for University Cooperation in Development welcomes Professor Valerie Smith from Florida A&M University. Ms. Smith will work at the Center for two years as a program participant of the Inter-Personnel Act.

There are 105 HBCUs. Unknown to most people, HBCUs include two-year colleges. The National Association for Equal Opportunity (NAFEO) which represents the majority of HBCUs, has 16 two-year historically Black colleges as members. These are located in Alabama, Arkansas, Louisiana, Michigan, Mississippi, Texas, and South Carolina.

NAFEO also has 11 community, technical and junior college members at which over 50% of the students are Black. These are clustered primarily in New York, Michigan, and Georgia. Roxbury Community College is the sole institutional member in Massachusetts. In 1991, 42% of all Blacks enrolled in higher education attended two-year institutions.

Rethinking Issues and Solutions is the Theme

HACU Holds Sixth Annual Meeting

The Hispanic Association of Colleges and Universities (HACU) is a national association that promotes the development of the interests of Hispanic-serving colleges and universities.

HACU membership currently consists of 120 accredited colleges and universities where Hispanic students comprise at least 25 percent of the total enrollment. Headquartered in San Antonio, Texas, with a Washington, DC branch office, HACU works tirelessly to enhance access to quality educational opportunities for Hispanic students.

On September 27-29, HACU will hold its sixth annual meeting to bring together educations, corporate representatives, and government officials to discuss and develop strategies that address critical issues affecting Hispanic peoples in postsecondary education.

Some of the guest speakers are: Elsa Gomez, president of Kean College of New Jersey; Patricia Diaz Dennis, vice president for governmental affairs of Sprint; the Honorable Esteban Torres, member of Congress; Diana S. Natalicio, president of the University of Texas at El Paso; Felix Gutierrez, vice president of the Freedom Forum in Virginia; Robert Atwell, president of the American Council on Education; and Lester Thurow, dean of the Sloan School of Management at Massachusetts Institute of Technology. The event will take place at the Ramada Renaissance Hotel-Techworld in Washington, DC.

For more information, contact HACU at 512/692-3805.

Chinese-USA Educational Ties Increase

Community College Involvement Grows

Despite the wake of the events in Tiananmen Square on June 4, 1989, the flow of exchanges between the United States and the People's Republic of China has not ceased but instead continued to increase. Increasingly, it appears that Chinese are curious about concepts and practices that are not pursued in their country. The nature of the official delegations in the 1990's suggest that Chinese are searching for ways to accommodate greater flexibility, decentralization, accommodation to national cultural and language minorities.

Delegations of Chinese educators from the People's Republic of China are often sponsored by our government. The United States Information Agency, the Carnegie Foundation for the Advancement of Teaching, the Department of Education, and the National Committee of United States-China Relations have coordinated most of their visits. Some of the recent delegations that included community colleges as part of the itinerary are listed below.

In 1990 the latter organization assisted the Career Counselling and Student Administration Delegation in its study/tour to examine the issues surrounding career counselling and flexible job placement strategies, government initiatives, women's reentry to the work force, and minority employment. That same year the US Department of Education organized the American History and Culture Study Delegation which consisted of professors from over twenty different universities scattered throughout China.

In January 1991, with the help of the Carnegie Foundation a delegation studied how Americans operate in a decentralized government and address issues of diverse decision-making bodies and programs. Community colleges served as one model for this delegation.

In spring 1991 the largest delegation of Chinese women ever to travel to the United States toured the US to further the work of the Five Year Plan established at the First Sino-American Conference on Women's Issues held in 1990 in Beijing.

In 1992 a group of twenty educators attended the spring conference of ACIIE. This fall a delegation of representatives from some of 55 national minorities of China will be exposed to community colleges, tribal colleges, historically Black colleges and universities, and other institutions that serve predominantly minority groups. The group is scheduled to study the concept and impact of affirmative action, ethnic studies, and conflict resolution.

Even the flow of Chinese students to this country continues to swell. In academic year 1990-91 China led all nations with the greatest number of international students enrolled in higher education in this country. Open Doors 1990/1991 reports that approximately 6,200 new students studied in the United States that year. This was an 18.6 percent increase over the previous year. Most Chinese students in this country pursue graduate studies.

The flow of people is not one-way. Americans also are curious; they are eager to learn about, exchange ideas, and collaborate with Chinese. Many community colleges are actively engaged with China. In 1991 ACIIE, together with Utah Valley Community College, sponsored a three-week cultural study/tour comprised of US community college senior administrators.

Most community college exchanges focus on faculty and students. Among those colleges most active in this arena are Pasadena City College, Tidewater Community College and Utah Valley Community College. Santa Barbara City College sends delegations of forty students annually to study for two weeks at Shandong University in Jinan. Students earn fifteen units of credit. Middlesex Community College is also involved with Jinan, the capital and business center of Shandong Province. In addition to faculty and student exchanges, this fall the college will open a branch campus in Jinan that wil focus on business and economics.

CALENDAR OF EVENTS

1992

SEPTEMBER

27-29 *The Future of Hispanic Higher Education: Issues and Solutions*, the Hispanic Association of Colleges and Universities (HACU) Sixth Annual Meeting in Washington, DC. For information, contact: Advancement Office, HACU Annual Meeting, 4204 Gardendale St., Suite 216, San Antonio, TX 78229. Tel. 512/692-3805, Fax. 512/692-0823.

OCTOBER

9-11 *Beyond Ideologies*, the 15th Annual Meeting and Conference of the Fulbright Association in Baltimore, Maryland. For information, contact: Deborah E. Laredo, Membership Director, Fulbright Association, 1307 New Hampshire Ave., NW, Washington, DC 20036. Tel. 202/331-1590, Fax. 202/331-1979.

15-17 *European Studies Conference*, annual conference, University of Nebraska, Omaha. For information, contact: Bernard Kolasa, Conference Coordinator, Department of Political Science, University of Nebraska, Omaha 68182. Tel. 402/554-3617.

23-25 *First and Second Language Acquisition*, the 17th Annual Boston University Conference on Language Development in Boston, Massachusetts. For information, contact: Boston University Conference on Language Development, 138 Mountfort St., Boston, MA 02215. Tel. 617/353-3085.

29-November 1 *Living and Working with Cultural Plurality: Communities and Their Institutions*, Program for the Study of Cultural Values and Ethics conference, University of Illinois at Urbana-Champaign. Sessions will include Cultural Plurality in Schools, and Cultural Plurality in Labor and the Workplace. For information, contact: Cultural Values and Ethics, University of Illinois at Urbana-Champaign, 909 West Oregon Street, Suite 201, Urbana, IL 61801. Tel. 217/244-3344.

NOVEMBER

3-5 *Initiatives for a Changing World: Perspectives and Strategies for International Educational Exchange*, Council on International Educational Exchange (CIEE) conference, Berlin. For information, contact: Jon Howard, CIEE, 205 East 42nd Street, New York, NY 10017. Tel. 212/661-1414, ext. 1114, Fax. 212/972-3231.

17-20 *The Black Male Crisis: Programs of Action*, Eighth National Higher Education Conference on Black Student Retention in Houston, Texas. For information, contact: Dr. Clinita A. Ford, Director, Student Retention Conference, PO Box 10121, Tallahassee, FL 32302-2121. Tel. 800/872-4723, Fax. 904/599-3913.

DECEMBER

3-5 *Community Colleges Reach Around the World*, the American Council on International/Intercultural Education Fall Conference in Washington, DC. Session topics are: advocacy, funding and program opportunities, and international partnerships. For information, contact: Herbert Lyon, President, Black Hawk College, Moline, IL. Tel. 309/796-1311, ext. 1213, Fax. 309/792-5976.

5-8 *Capitalizing on Change*, the National Council on Resource Development (NCRD) 26th Annual Conference in Washington, DC. For information, contact: NCRD, One Dupont Circle, NW, Suite 410, Washington, DC 20036-1176, Tel. 202/822-0750, Fax. 202/833-2467, or Kay Henard, Amarillo College, Tel. 806/371-5426, Fax. 806/371-5370.

1993

JANUARY

7-9 *The Globalization of Higher Education and the Professions*, national conference administered by the Council on Quality Assurance in International Education and sponsored by specialized accreditors will be held at the Sheraton El Conquistador in Tuscon, Arizona. The conference will address issues of importance to professional educators, associations and specialized accreditors.

For information, contact: Marjorie Lenn, Quality Assurance in International Education, One Dupont Circle, NW, Suite 370, Washignton, DC 20036. Tel. 202/293-9161, Fax. 202/872-8857.

11-13 *Overcoming Poverty: Global Priority*, the 1993 International Development Conference will be held in Washington, DC. This first major conference linking international and national poverty will include such speakers as United Nations Secretary-General Boutros Boutros-Ghali, President Vaclav Havel of Czechoslovakia and former US predident Jimmy Carter.

Seminars, workshops and special sessions will address topics such as *Listening to the Voice of Poverty, Causes and Manifestations of Poverty,* and *The Meaning of the 1992 Elections for the Elimination of Poverty at Home and Abroad.*

For information, contact: International Development Conference, c/o Kathy Morrell & Associates, PO Box 11276, Alexandria, VA 22312. Tel. 703/642-3628, Fax. 703/941-4299.

CCIS **General Information**

STUDY ABROAD PROGRAMS

College Consortium for International Studies

"A world of opportunities
for
American students abroad"

CCIS, Suite 203B, 301 Oxford Valley Road
Yardley, PA 19067
Phone: (215) 493-4224

The College Consortium for International Studies (CCIS)

The CCIS was founded in 1975 for the purpose of providing low cost, high-quality international/intercultural programs abroad for a semester or a year.

The consortium consists of more than 150 accredited United States colleges and universities, two and four year, public and private, which cooperate to offer their students the opportunity to study abroad. In addition, the CCIS offers staff development seminars overseas.

One of the largest consortia of its kind, the CCIS has already sent thousands of students to study in Europe, Asia, Latin America, and the Middle East.

Hundreds of faculty members and administrators have participated in dozens of professional development seminars held in a wide variety of countries in the past ten years.

A wide variety of undergraduate programs of full-time study are offered for a semester or an academic year. Some shorter term and summer session programs are also available. Each program is sponsored by one or two CCIS member institutions who have the responsibility for developing the courses and student services and for administering the program, including monitoring the quality of instruction and the learning environment.

All students are enrolled at accredited CCIS-member American colleges or universities while studying abroad and receive official transcripts to facilitate transfer of credit. Applicants are urged to consult with the academic advisor at the "home" college prior to enrolling in order to clarify the transfer of credit to meet institutional degree requirements.

This brochure contains general information applicable to all CCIS programs. The separate program inserts give specific individual program information for each location or country.

The CCIS presently offers courses and programs in the following countries:

China
Colombia
Cyprus
Denmark
Ecuador
England
France
Germany
Greece
Ireland
Israel
Italy
Jamaica
Mexico
Portugal
Scotland
Spain
Sweden
Switzerland

This listing is subject to change, as new and revised program locations are developed.

ELIGIBILITY

Students who are Sophomores, Juniors or Seniors at the time of departure for a program are generally eligible. College graduates also attend, often for intensive language courses, but in general most programs are not intended for graduate credit. In many programs, Freshmen with sufficient maturity may be admitted. Good physical and mental health is necessary. A minimum age of 19 years is a frequent requirement.

PREREQUISITES

At least a 2.5 cumulative grade point average on a 4.0 scale is required. Certain programs require a 3.0 average. All require three letters of recommendation and official transcripts of prior work taken. Some courses have prerequisites, which are explained by the sponsoring institutions.

APPLICATIONS

Application forms are available either from the CCIS or from any CCIS member institution, including the sponsoring colleges or universities. Completed application forms should be returned to the enrolling institution, which will screen them and forward them to the sponsor for final acceptance into the program. In some cases, the foreign host institution is also involved in the admission decision.

DEADLINES

Completed application forms (including all supporting material and, in some cases, a non-refundable application fee) typically have to reach the American sponsoring institution 45 days or more before the start of the special 8 week semesters and earlier for regular Fall or Spring Semesters. Additional lead-time is required for students to secure visas where countries require them, such as Spain, France and Colombia. A passport is required in any event.

The typical range of deadline dates for application for the Fall semester is April 30-June 15; for the Spring semester it is October 1-November 15. Consult the CCIS, your overseas study advisor, or the sponsoring college for exact dates or requirements.

COSTS

Costs for study abroad programs vary, depending on the cost of living and money exchange rates in various countries. However, CCIS programs are generally lower in cost than comparable overseas study programs offered by other institutions. Generally, programs in Latin America are much less expensive than those in Western Europe.

Students are advised to consult with the CCIS, their advisors and/or the study abroad office of the sponsoring American institution to obtain cost information on the specific study abroad program they are interested in. Tuition and program fees, lodging and board, airfare, local transportation and travel, additional meals and personal expenses are aspects of the cost of overseas study. Frequently, the total cost, while more than if studying at a public college and living at home, is less than comparable costs at private institutions in the United States.

Tuition and program fees are payable in U.S. dollars to the CCIS institution at which registration takes place, plus such other fees and charges as may be applicable.

FINANCIAL AID

Since CCIS students enroll in an accredited American institution to study abroad, they are eligible for most financial aid for which they are otherwise eligible at home institutions. Over half of all students enrolled in CCIS overseas academic programs receive some financial assistance.

Student loan programs, Pell Grants and some state assistance programs are generally applicable. Students planning on receiving financial aid should apply for such aid as soon as possible through the U.S. college or university at which they plan to register. For specific information, consult the CCIS advisor or the financial aid office. The American college sponsoring the specific overseas program may be able to provide additional information.

LANGUAGE OF INSTRUCTION

Teaching is customarily done by native bilingual faculty, as part of the "cultural immersion" approach.

English is the language of instruction for most CCIS programs, except for the foreign language courses, which typically are required in non-English speaking countries as part of the semester program. In some cases, language fluency is required, since French or Spanish may be the only or main language of instruction for certain program options. Sponsoring institutions will provide specific information, if required.

SEMESTER

Most regular CCIS programs offer 12 to 15 week semesters, with some offering more intensive 8 week sessions and/or summer sessions. The program sponsor should be consulted for specific starting and ending dates for Fall and Spring semesters. Starting dates for the Fall semester range from early August to late September and mid-January for the Spring semester. Ending dates are usually at mid-December for the Fall semester and May for the Spring semester.

CREDITS

CCIS programs are intended primarily for full-time undergraduate students. Therefore, 12 credits per semester is an absolute minimum. In some programs, 15 or 18 credits are required. A maximum of 15 to 18 credits may be earned in a semester. Where short term summer sessions are offered, students typically may earn 6 credits.

FOR MORE INFORMATION fill out the back of this page and mail to: CCIS, Suite 203B, 301 Oxford Valley Road, Yardley, PA 19067

FOR MORE INFORMATION, tear off this panel and mail in a stamped envelope to:
CCIS, Suite 203B, 301 Oxford Valley Road, Yardley, PA 19067 or call (215) 493-4224.

I am interested in the following CCIS programs. (Please check boxes below)

- ☐ CHINA
- ☐ COLOMBIA
- ☐ CYPRUS
- ☐ DENMARK
- ☐ ECUADOR
- ☐ ENGLAND
- ☐ FRANCE
- ☐ GERMANY
- ☐ GREECE
- ☐ IRELAND
- ☐ ISRAEL
- ☐ ITALY
- ☐ JAMAICA
- ☐ MEXICO
- ☐ PORTUGAL
- ☐ SCOTLAND
- ☐ SPAIN
- ☐ SWEDEN
- ☐ SWITZERLAND

Name: ______________________

Address: ______________________

City: ______________ State: ________ Zip: ________

Tel: (   ) ______________ College: ______________

TRANSPORTATION

In most cases, roundtrip air transportation is arranged by the sponsoring American institution or the CCIS. When an "open-ended" return ticket is available, students can determine their own date of return. Students make their own arrangements for overseas travel in the case of a few programs and may make their own arrangements in lieu of group flights in other programs. Consult the sponsoring institution for particulars.

Students are responsible for personal travel while overseas, except for field trips which are part of various courses of study. Group arrivals are typically met at the airport and escorted to the host colleges.

HOUSING

Overseas American students often must adjust to smaller quarters, less heat and shared baths, as well as different foods. This is part of the valuable learning experience and it should be remembered that dormitory living on U.S. campuses is frequently less comfortable than living at home.

Usually, but not always, there is a variety of housing available to students, depending on the program. College dormitories and meals are more the exception than the rule. More frequently available are homestays with screened families, including 2 meals per day, or shared apartments or pensions. Costs vary widely, depending on the particular country and location and the type of accommodations. The sponsoring American college and/or the foreign host institution provides screening of facilities and assistance to students in securing appropriate housing. Applicants should consult with the sponsor to obtain further information.

STUDENT LIFE

Most students go through an adjustment cycle during overseas study. Counselling and support services are made available through the host institutions. It takes some time to learn how to adjust to different cultures and languages, as well as to the distance from home. Almost everyone soon learns to enjoy the experience and many find that the semester is too short when the time comes to return to the U.S.

Students are encouraged to take advantage of th cultural, social, athletic and recreational activities available through the host institution as well as to travel on weekends or after the end of the semester. Field trips and excursions are frequently part of the academic curriculum.

Health insurance is typically required to avoid unnecessary difficulties in the rare event of illness or accident overseas. Coverage is available at nominal cost.

For additional information, contact the CCIS or your local study abroad advisor at your college.

College Consortium for
International Studies
301 Oxford Valley Road
Suite 203B
Yardley, PA 19067
Phone: (215) 493-4224

1989

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CCIS STUDY ABROAD ACADEMIC PROGRAMS
1992-1993

Program	Sponsoring Institution	Host Institution
COLOMBIA	Brookdale Community College	Universidad Javeriana, Bogota
CYPRUS	Empire State College	Frederick Polytechnic University Nicosia
	Brookdale Community College	Intercollege Nicosia, Limassol & Lanaca
ECUADOR	Brookdale Community College College of Staten Island	Universidad Laica Vicente Rocafuerte de Guayaquil and Spanish Language & Latin American Culture & Civilization Institute, Guayaquil
ENGLAND	Rockland Community College	Polytechnic of West London Ealing Campus, London
	University of Wisconsin - Platteville Erie Community College (Hotel & Catering)	
FRANCE	Miami-Dade Community College	Institute for American Universities Aix-en Provence, Avignon, Toulon
GERMANY	Ocean County College	Schiller International University Collegium Palatinum, Heidelberg
GREECE	The College of Staten Island	Southeastern College, Athens
IRELAND	Mohegan Community College	St. Patrick's College, Maynooth University of Limerick, Limerick
ISRAEL	Rockland Community College Empire State College	Haifa University, others
ITALY	The College of Staten Island Westchester Community College Nassau Community College	American University of Rome Scuola Lorenzo de Medici, Florence University Italiana per Stranien-Perugia
JAMAICA	Capital University	University of West Indies
MEXICO	University of Wisconsin-Platteville Broome Community College	University of the Americas-Puebla
	Miami-Dade Community College	Universidad del Valle de Mexico Mexico City
PORTUGAL	Cape Cod Community College	Centro de Linguas (CIAL) Lisbon, Oport, Fado
SPAIN	Broward Community College St. Bonaventure University	CCIS Institute The University of Seville, Seville
SWITZERLAND	Westchester Community College	Franklin College, Lugano

Rev: 6/23/92

FACULTY SEMINARS ABROAD

Overseas Professional Development Seminars
1992 - 1993

1. **Berlin and Potsdam, Germany** - October 3 - 10, 1992

   "Berlin at the Crossroads of History, Geopolitics and Economics"
   Estimated cost is $1,695, including airfare
   Deadline for applications and payments: August 3, 1992

2. **Mexico City and Querétaro, Mexico** - October 31 - November 8, 1992

   "Mexico Today" Estimated cost is $1,400, plus airfare
   Deadline for applications and payments: September 15, 1992

3. **London, England** - November 21 - 29, 1992

   "Nursing Education in Britain"
   Estimated cost is $1300, including airfare from New York
   Deadline for applications and payments: October 15, 1992

4. **Seville and Lisbon, Spain and Portugal** - March 4 - 13, 1993

   "Spain and Portugal: 1993 and Beyond"
   Estimated cost is $1,250, plus airfare
   Deadline for applications and payments: January 22, 1993

For registration information, contact

College Consortium for International Studies (CCIS)
301 Oxford Valley Road, Suite 203B
Yardley, PA 19067
(215) 493-4224

7/92

CCIS COLLEGE CONSORTIUM FOR INTERNATIONAL STUDIES

CCIS GUIDELINES FOR APPROVED STUDY ABROAD PROGRAMS *

All officially approved CCIS programs should be carefully planned and administered so that they add significant dimensions to each student abroad educational experience. As a guideline for member institutions which sponsor CCIS programs of foreign study or whose students participate in such programs, the CCIS urges that a study abroad program should:

1. be clearly related to the objectives of the sponsoring and/or participating institution.

2. have a well defined rationale stating the nature and purpose of the program, and be accurately represented in the institution's catalog and all promotional literature.

3. provide educational experiences related to the curriculum of the sponsoring or participating institution.

4. be available to students carefully selected according to ability, maturity and interest.

5. have a clear policy statement regarding the availability of financial assistance to students for such programs.

6. have clearly specified language proficiency requirements when appropriate to the program and place of study, and clearly defined methods of testing proficiency prior to acceptance into the program.

7. provide proper and adequate information to intended participants, specifically describing the program's opportunities and limitations, indicating how and where instruction will be given, the relationship to foreign host institutions, explaining grading practices, pointing up especially significant differences between a home campus experience and what can be expected abroad, including information about local attitudes and mores, and describing local living conditions and the extent of responsibility assumed by the program for housing participants.

8. provide adequate orientation for participants prior to departure for the foreign country with respect to the matters in number 7 above, augmented with more detailed information and instruction related to the specific program.

9. require a visit and/or adequate consultation at least once each year to or with the host institution by a responsible representative from the sponsoring campus.

10. provide for adequate administrative, counselling and supervisory services at the foreign host institution or agency, with special attention to problems peculiar to the location and nature of the program.

II. guarantee the availability of adequate basic reference materials to offset any limitations of local libraries or inaccessibility to them.

12. arrange with the host institution to have clearly defined criteria and policies for judging performance and assigning credit in accordance with prevailing standards and practices at the sponsoring institution. Where several sponsoring institutions are involved with a single overseas institution, a common basis for determining grade equivalents is to be developed.

13. stipulate that students will ordinarily not receive credit for foreign study undertaken without prior planning or approval by the student's home campuses.

14. include provisions for regular follow-up studies on the individual and institutional benefits derived from such program and disseminate the findings of such studies.

15. assure fair reimbursement to participants if the program is not delivered as promised for reasons within the sponsor's control.

16. be made available to students at the lowest possible cost, with reasonable sponsor's fees to meet some of the administrative/supervisory costs.

17. inform the CCIS membership and Central Office as to the sponsor's administrative fee included in total costs.

18. provide the CCIS Central Office with complete information as to host institution catalogs, course outlines and credit equivalents, copies of contracts with host institutions and the specific contractual costs to the sponsor and students.

* based upon the "Study Abroad Program" statement published by the Commission on Higher Education of the Middle States Association.

POLICY
ON
PROGRAM REVIEW OF CCIS-APPROVED PROGRAMS

CCIS-approved academic programs which are sponsored by member institutions will be subject to a periodic review conducted through the CCIS office on the basis of the following guidelines:

1. Primary responsibility for maintaining the high quality of the educational/cultural experience for students rests with the sponsoring (and co-sponsoring) institution(s).

2 The attached CCIS guidelines for approved study abroad programs may used as a basic self-evaluation reference for sponsoring institutions and for the review of their programs by the CCIS.

3. Program sponsors are responsible for submitting to the CCIS office brief annual reports each June, which would describe any liaison and program evaluation activities and any changes that have occurred during the academic year.

4. If possible, a formal review of all programs with significant enrollments will occur at least every five years, with alternative arrangements for small programs. Reports from regional accrediting associations on overseas programs may be substituted for CCIS review. A host institution which is accredited by an American regional accrediting association may substitute such accreditation for any program review.

5. Review visits will be done in the most economical way possible and are subject to the availability of CCIS finances.

6. A report, based upon sponsor self-evaluation and visitation by two-person teams, will be made available to the sponsor, the Academic Programs Committee and the Executive Committee

7. Sponsors of CCIS-approved programs which do not enroll at least 5 fee-paid students per year after two years from the start of a given program will be given notice at the end of the second year or as soon as practical thereafter that program approval will be withdrawn by the end of the third year, unless the Executive Committee deems otherwise.

COLLEGE CONSORTIUM FOR INTERNATIONAL STUDIES

GUIDELINES
FOR
CCIS SPONSORED PROFESSIONAL DEVELOPMENT SEMINARS

1. Purpose of Seminars

The objectives of CCIS-sponsored professional development seminars are:

- to encourage more understanding and active support of CCIS study-abroad programs sponsored by member institutions.
- to acquaint participating administrators and faculty members from CCIS member institutions and other colleges with important themes and aspects within a given country or area in order to promote international/intercultural understanding, and
- to foster the internationalization of the college curriculum.

II Development of Seminar Proposals by Institutions

1. Any member institution may submit a proposal to develop and coordinate a seminar, on an annual basis. Student study abroad program sponsors should be contacted by nonsponsors if the proposal is for a country where a CCIS study program exists.

2. Other factors being relatively equal, priority will be given to seminar proposals which will be located in countries or areas in which CCIS study abroad programs exist or where there is demonstrated strong potential for a new program to be offered.

3. The timetable for submission and approval of seminar program proposals is as follows:

   A. By September 15 of the previous year: A brief prospectus, one or two paragraphs in length, describing a proposed seminar to be offered after the end of the upcoming academic year should be submitted to the Central Office for preliminary review and for early membership information.
   Example: Sept. 15, 1990 for 1991-92 series.

   B. By October 30: A full proposal (see #5) to develop and coordinate a seminar to be offered after the current academic year should be submitted to the Central Office for review by the Academic Programs Committee.

Guidelines for CCIS Sponsored Professional Development Seminars - continued

C. By January 15: The Academic Program Committee will review all proposals and will submit its recommendations to the Executive Committee.

D. By February 15: The Executive Committee will formally approve and endorse a limited number of such seminars to be offered during the following academic year (i.e. starting after June 30). Normally, a maximum of four seminars will be accepted each year.

4. Proposals to be considered shall include at least the following information:

A. The theme of the proposed seminar

B. The host institution(s) location(s), cities, country or countries which will be the focus of the seminar.

C. The preliminary basic program, accommodations, speakers(if known) and other relevant information, including any unusual features which might appeal to special audiences.

D. The dates and length of the seminar (usually 6 - 12 days)

E. The preliminary estimate of program costs including a $100 add-on for participants from non-CCIS institutions and the $90 CCIS seminar fee. Costs should be broken down into a "land only" package, as well as for a total package including air travel.

F. The key leadership person or persons who will handle further program details and arrangements with the Central Office.

G. A recruiting plan and the number of participants from the sponsoring institution expected to attend. At least 3, but no more than 10 members from the sponsoring institution should participate.

H. Past activity in enrolling students and/or participation in seminars by sponsoring institution.

I. The minimum/maximum number of participants (including spouses) and the outside date for cancellation if there is insufficient enrollment. The Central Office, in consultation with the coordinating college, may cancel the seminar for compelling reasons.

J. The proposed method to evaluate the effectiveness of the program and to report on evaluation outcomes to the user institutions and the Central Office, including the use of the standard CCIS evaluation form.

Guidelines for CCIS Sponsored Professional Development Seminars - continued

5. The sponsor, in cooperation with the Executive Director, will include a presentation on the purposes of the CCIS and a review of how students can be enrolled in CCIS programs, as part of the seminar.

6. Seminars are expected to be priced on self-supporting basis, including any travel costs for the coordinating institution and a $90 per participant non-refundable CCIS registration fee. The college coordinator of an approved seminar is responsible for confirming cost details and the itinerary at least three months prior to the starting date of the seminar, in order to allow the Central Office to promote it via timely publicity and mailings. Once the cost structure is established and fees are collected, any additional expenses are the responsibility of the college coordinating the seminar.

7. The Executive Director or a member of the Executive Committee or the Academic Programs Committee will attend each seminar to the extent that this is feasible and willpresent a brief report on same to said committee.

8. The seminar sponsor will confirm travel arrangements , order plane tickets, and arrange for the payment of all bills. The CCIs will disburse the seminar fees either to the sponsor or to vendor, as directed.

9. Program administration details are outlined in the following attachment entitled, "Program Administration for CCIS-Sponsored Professional Developmental Seminars".

VI.

CCIS SEMINAR GRANTS

Seminar grants are aimed at rewarding DIEs of member colleges for enrollments in CCIS programs other than ones they may sponsor, on the basis of cumulative students enrollments in CCIS study abroad programs and/or staff in CCIS seminars, using the annual enrollment report numbers received each June in the CCIS office. The grants will help to underwrite staff participation in CCIS seminars during the following year.

GUIDELINES FOR CCIS SEMINAR GRANTS

1. Not more than four grants of $600 each toward the cost of any seminar in the following year's seminar series will be awarded each academic year. The first grants will be made in July 1992 on the basis of enrollment reports for 1990-91 and 1991-92.

2. CCIS member institutions will become eligible for consideration for a seminar grant once they enroll 30 or more fee paid students or staff seminar participants. in CCIS programs (other than those they may sponsor) as reported in the CCIS annual program enrollment reports each June, starting with the June 1991 report.

3. If more than four colleges become eligible in any given year, grants will be given to those with the highest enrollments with the remaining institutions placed on a priority list for the next year. No institution shall receive a grant more frequently than every two years.

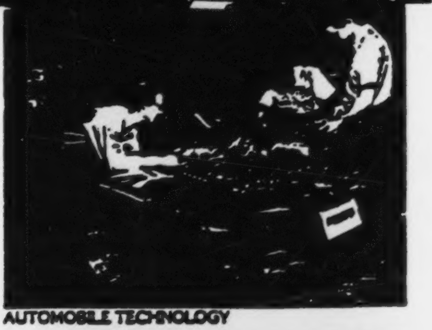
4. The Executive Director may decrease the number of grants in any given year,dependent upon CCIS seminar account finances.

5. Enrollments will accumulate from year to year. The CCIS will maintain an ongoing record of enrollments for each member college.

6. Once an award is granted, it must be utilized within the ensuing academic year. Cumulative enrollments will then revert to 0 for the institution receiving an award, whether it uses it or not within the next academic year. An institution receiving an award will become eligible for another award on the same basis as other members.

7. The DIE of the the grantee institution may utilize the grant personally, or may assign the grant to support the participation of any other staff member, subject to policies or administrative procedures within his or her institution.

COMMUNITY COLLEGES FOR INTERNATIONAL DEVELOPMENT, INC.



AUTOMOBILE TECHNOLOGY

OFFICE TECHNOLOGY

international cooperation through education

CCID and What It Is

Community Colleges for International Development, Inc. (CCID) is a consortium of United States and Canadian community colleges that emphasizes economic development activities. Established in 1976, CCID implements international programs and projects which benefit other countries as well as its own member institutions. Incorporated as a non-profit organization, the consortium is administered by an executive director and governed by a board of directors consisting of the presidents of the member colleges. With a combined enrollment of more than 750,000 students, these colleges offer more than 300 programs in technical/vocational subjects plus college transfer and community service programs.

Objectives of CCID

The consortium is designed to provide the following:

- Assistance to other countries in mid-level manpower training and technical/vocational education.
- Opportunities for international study, exchange, and professional development for students and faculty of community colleges and cooperating overseas institutions.
- Leadership and services in the development of international dimensions at community colleges.

CCID has purposely created a membership which represents the similarities and differences within the community colleges. These differences are demonstrated by their geographic location and educational specialties, however, the membership shares a similar commitment to all internationally related initiatives. The strength of the consortium is in its membership. CCID colleges pursue individual international initiatives as well as CCID sponsored projects.

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What CCID Does

Technical Training

Long-term (six months or longer) and short cycle technical training programs are conducted abroad or at CCID colleges throughout the year. Interested countries request on-site technical assistance or send representatives to visit one or more of the member colleges to design programs to meet their specific needs. CCID colleges have extensive experiences with family home stays and "experience America" components.

Consulting

CCID colleges are recognized leaders in occupational. vocational. and technical education. Consultant services are available in curriculum planning. development. and evaluation: faculty and staff development: instructional design and evaluation: educational planning: management training: design of physical facilities: and identification. procurement. and utilization of instructional equipment.

Bilateral Agreements

CCID enters into agreements of cooperation with ministries of education. educational consortia. and individual education institutions. These agreements provide for the joint development of projects which may be funded by the parties. governmental agencies. or other external sources. Activities have included faculty and cultural exchanges. vocational teacher training workshops in the U.S. and abroad. technical education. curriculum development. and educational needs assessment.

International Visitors

CCID colleges host visitors from all over the world who are interested in observing the community college in operation. CCID will coordinate the itineraries of individuals and groups who wish to visit one or more of our members. Formal fellowships for specific purposes can be arranged.

International Students

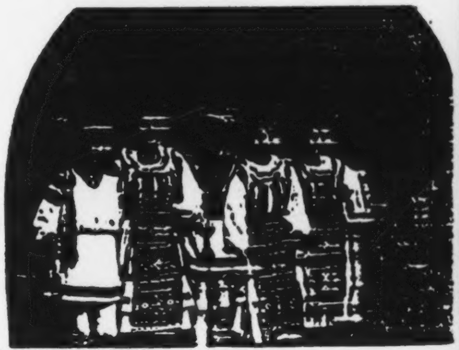
CCID colleges welcome foreign student enrollment. Students have a choice of many programs and geographic locations. They may pursue a two-year degree or certificate. or complete the first two years of a bachelor's degree at a fraction of the cost it would require at a four-year institution.

Conferences and Seminars

CCID hosts two conferences each year on international education and the community college. The winter conference is open to the international education community and features recognized authorities and practitioners from around the world. The summer invitational conference is primarily for community college presidents. trustees. and senior administrators.

Current Initiatives

- Since 1979 CCID has participated in bilateral education agreement with the Republi of China (Taiwan). The agreement provide technical and English language workshops i Taiwan instructed by faculty from CCID college technical training of Chinese faculty throug short term assignments in the U.S.: exchang of educational materials: and exchang orientation visits by Chinese and America college presidents and trustees.
- A bilateral agreement with the Republic c Suriname provides teachers and administrator with vocational and technical training assis tance.
- An agreement with the Technical University c Budapest (TUB) facilitates faculty exchange and summer CCID faculty seminars at TUB.
- An agreement with the Czech Technical Un versity in Prague facilitates a faculty exchang program.
- Agreements of cooperation were signed 1990 with the University of Veliko Turnovo Bulgaria. the University of Bucharest. and th University of Craiova in Rumania.
- Development of a prototype community co lege in Kazan. Tatarstan. is in cooperation wi the Center for Education and Training f Employment. Ohio State University and th Kazan Pedagogical Institute.



ROMANIAN DANCERS

Did You Know...

Last Year...

- 149 CCID faculty consulted on various projects in 43 different countries.
- CCID sponsored 1,411 students in study abroad programs in 24 different countries.
- CCID colleges raised over $3.5 million to pursue individual international projects.
- 926 foreign visitors from 65 different countries visited CCID campuses.
- The membership has participated in 18 projects with CCID and pursued 50 projects independently of CCID.
- 1,594 foreign trainees were involved in contract training on CCID campuses.
- CCID colleges engaged in economic development activities in 35 different countries.
- CCID colleges enrolled more than 750,000 students and offered 300 technical/vocational programs.
- CCID had access to more than 9,000 faculty and staff for international development projects.

PHYSICAL THERAPY

For Further Information

Executive Director

Community Colleges for International Development

Brevard Community College
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Cocoa, Florida 32922

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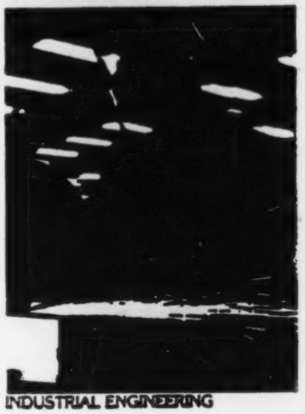

INDUSTRIAL ENGINEERING

CULINARY ARTS

ELECTRONICS ENGINEERING

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COMMUNITY COLLEGES FOR INTERNATIONAL DEVELOPMENT, INC.

TECHNICAL TRAINING PROGRAMS

INTERNATIONAL COOPERATION THROUGH EDUCATION

COMMUNITY COLLEGES FOR INTERNATIONAL DEVELOPMENT, INC.

MEMBER COLLEGES

BREVARD COMMUNITY COLLEGE, Cocoa, Florida
BROOME COMMUNITY COLLEGE, Binghamton, New York
COAST COMMUNITY COLLEGE DISTRICT, Costa Mesa, California
COLLEGE OF DUPAGE, Glen Ellyn, Illinois
COMMUNITY COLLEGE OF ALLEGHNEY COUNTY, Pittsburgh, Pennsylvania
COMMUNITY COLLEGES OF SPOKANE, Spokane, Washington
DELAWARE COUNTY COMMUNITY COLLEGE, Media, Pennsylvania
DELAWARE TECHNICAL & COMMUNITY COLLEGE, Dover, Delaware
EASTERN IOWA COMMUNITY COLLEGE DISTRICT, Davenport, Iowa
FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE, Jacksonville, Florida
HUMBER COLLEGE, Etobicoke, Ontario
KIRKWOOD COMMUNITY COLLEGE, Cedar Rapids, Iowa
LANSING COMMUNITY COLLEGE, Lansing, Michigan
SEATTLE COMMUNITY COLLEGE DISTRICT, Seattle, Washington
SINCLAIR COMMUNITY COLLEGE, Dayton, Ohio
STATE CENTER COMMUNITY COLLEGE DISTRICT, Fresno, California
ST. LOUIS COMMUNITY COLLEGE, St. Louis, Missouri
WAUKESHA COUNTY TECHNICAL COLLEGE, Pewaukee, Wisconsin

CCID AFFILIATES

BERGEN COMMUNITY COLLEGE, Paramus, New Jersey ■ BLACK HAWK COLLEGE, Moline, Illinois ■ BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY, Burnaby, British Columbia ■ BUNKER HILL COMMUNITY COLLEGE, Boston, Massachusetts ■ CHESAPEAKE COLLEGE, Wye Mills, Maryland ■ CLARK STATE COMMUNITY COLLEGE, Springfield, Ohio ■ COLLEGE OF LAKE COUNTY, Grayslake, Illinois ■ CUYAHOGA COMMUNITY COLLEGE, Cleveland, Ohio ■ DALLAS COUNTY COMMUNITY COLLEGE DISTRICT, Dallas, Texas ■ ERIE COMMUNITY COLLEGE, Buffalo, New York ■ FOOTHILL DE ANZA COMMUNITY COLLEGE DISTRICT, Los Altos Hills, California ■ GRANT MAC EWAN COMMUNITY COLLEGE, Edmonton, Alberta ■ HARTNELL COLLEGE, Salinas, California ■ HILLSBOROUGH COMMUNITY COLLEGE, Tampa, Florida ■ HORRY-GEORGETOWN TECHNICAL COLLEGE, Conway, South Carolina ■ KANSAS COLLEGE OF TECHNOLOGY, Salina, Kansas ■ LAKE CITY COMMUNITY COLLEGE, Lake City, Florida ■ LOS ANGELES COMMUNITY COLLEGE DISTRICT, Los Angeles, California ■ MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT, Phoenix, Arizona ■ METROPOLITAN COMMUNITY COLLEGES, Kansas City, Missouri ■ MIAMI-DADE COMMUNITY COLLEGE, Miami, Florida ■ MIDDLESEX COMMUNITY COLLEGE, Bedford, Massachusetts ■ MT. HOOD COMMUNITY COLLEGE, Gresham, Oregon ■ MONROE COMMUNITY COLLEGE, Rochester, New York ■ PORTLAND COMMUNITY COLLEGE, Portland, Oregon ■ SOUTHWEST VIRGINIA COMMUNITY COLLEGE, Richlands, Virginia ■ TIDEWATER COMMUNITY COLLEGE, Portsmouth, Virginia ■ TRI COUNTY TECHNICAL COLLEGE, Pendleton, South Carolina ■ UNIVERSITY COLLEGE OF CAPE BRETON, Sydney, Nova Scotia

COMMUNITY COLLEGES FOR INTERNATIONAL DEVELOPMENT, INC.
TECHNICAL TRAINING PROGRAMS

Associate in Science Programs

CCID colleges offer over 300 technical and occupational programs of instruction. The following list contains representative programs group by general categories. For more information on specific disciplines, contact the office of the Executive Director, CCID.

Managerial, Finance, Computer Science

Accounting Technology
Administrative Office Systems
Banking/Finance
Business Management
Computer Programming/Computer Engineering Technology
Data Processing
Fashion Merchandising
Housing Management
Industrial Supervision and Management
International Trade Associate
Labor Studies
Management Development
Marketing (Business Administration)
Marketing/Fashion Merchandising/Retailing
Personnel Management
Public Administration
Public Relations
Purchasing Management
Sales and Distribution
Small Business Management
Textile Management

Engineering, Construction Sciences and Manufacturing

Agriculture Mechanics
Architectural/Engineering Design Technology
Automated Manufacturing Technology
Forest/Park Technology
Forest Technology/Arboriculture
Horse Husbandry
Horticulture/Natural Resources/Landscape
Hydrographic Survey Technology
Landscape and Environmental Horticulture
Marine Carpentry
Marine Engineering Technology/Deck Officer
Numerical Control Technology
Ornamental Horticulture
Petroleum Technology
Poultry Technology
Recreation Assisting
Solar Technology

Social Sciences, Law, Education and Communication

Alcoholism Counseling
Child Care Services
Community Mental Health
Corrections
Criminal Justice
Early Childhood Education
Educational Technology
Home Economics/Consumer Education
Human Service Technology
Interpreter Training
Journalism Technology
Law Enforcement Administration/Security
Media Technology
Police Science
Radio and Television Broadcasting
Radiologic Technology
Rehabilitation Worker
Respiratory Therapy Technology
X-Ray Engineering Technology

Photography, Design/Advertising Art, Other Arts

Advertising Design/Advertising Art
Apparel Arts/Design and Services
Fashion Merchandising
Graphics and Visual Design
Home Furnishing/Interior Design
Industrial Photography Technology
Interior Design Technology
Jewelry
Marketing Fashion Merchandising/Retailing
Package Design
Photography
Photo Journalism
Printing/Graphic Arts
Technical Illustration
Theater Arts

Administrative Support, Hospitality, Transportation & Other

Aeronautical Science Technology/Aviation Maintenance
Air Conditioning Engineering Technology
Air Traffic Management
Automated Manufacturing Technology
Automotive Technology
Avionic Technology
Administrative Secretary

Computer Electronics
Construction Management
Drafting/Design/Industrial/Architectural
Electrical Engineering & Power and Control Technology
Electronic Engineering Technology
Electromechanical Technology
Electronic Servicing
Electronic Technology
Engineering Drafting Technology
Engineering Graphics Technology
Engineering Technology (General)
Industrial Electronics
Industrial Engineering Technology
Industrial Laboratory Technology
Industrial Maintenance Mechanic
Industrial Safety Technician
Machine Tool/Shop Technology
Manufacturing Technology
Materials Science
Mechanical Engineering Technology/Mechanical Design
Mining Technology
Nuclear Engineering Technology
Numerical Control Technology
Process Piping Design
Production
Quality Control and Reliability
Safety/Loss Prevention Management Technology
Sheet Metal Practice
Welding

Agriculture, Marine, Environmental and Natural Sciences

Agri Business Technology
Agronomy Technology/Agriculture Production
Animal Health
Environmental Control Technology
Forest Engineering Technology
Recording Arts Technology
Social and Human Services
Special Education
Teacher Education
Technical Writing

Medical, Dental, Health

Biomedical Electronics
Biomedical Equipment Technology
Chemical Technology
Dental Assistant
Dental Hygiene
Dental Laboratory Technology
Dental Management
Diagnostic Medical Sonography
Dietetic Services
Electrodiagnostic Technology
Electroencephalographic Technologist
Emergency Medical Technology
Health Services
Medical Assisting
Medical Lab Technology
Medical Office Assistant Technology
Medical Record Technician
Mental Retardation
Nuclear Medicine Technology
Nursing (R.N.)
Occupational Therapy Assistant
Orthopaedic Physicians Assistant
Opthalmic Despensing Technology
Pharmacy Assistant
Physical Fitness Technology
Physical Therapy Assistant
Physician Assistant
Practical Nursing
Cosmetology
Court and Conference Reporting
Culinary Arts
Diesel and Heavy Equipment Technology
Fire Science Technology
Food Service Technology
Food Store Management
Funeral Service Education
Golf Course Education
Heating/Air Conditioning/Refrigeration Technology
Horology
Hotel/Motel/Hospitality Management
Insurance
Legal Assistant
Microcomputer Applications
Mortuary Science
Office Machine Repair
Pilot Training
Plastics Technology
Plumbing
Property Assessment
Real Estate
Secretarial Technology/Office Education
Transportation Management Technology
Travel Agency Operation

COMMUNITY COLLEGES FOR INTERNATIONAL DEVELOPMENT, INC.

The Community Colleges for International Development, Inc. (CCID) is a consortium of United States and Canadian community colleges established for the purpose of identifying, developing, and expanding mutally beneficial international relationships which contribute to the improvement of college programs, services, and staff. These colleges are committed to building international linkages which encourage the exchange of ideas, human resources, and instructional materials in order that educational opportunity and quality of life can be improved for all the world's citizens.

To achieve these aims, they provide:

- assistance to other countries, in training and technical/vocational education.
- opportunities for international study, exchange, and professional development for students and faculty of both community colleges and cooperating overseas institutions.
- leadership in the development of international programs and global awareness at community colleges.

CCID colleges are established leaders in vocational and technical education, and offer over 300 programs to train skilled technicians in such fields as agriculture, construction trades, machine trades, engineering, health sciences, public services, and business. See the inside of this brochure for a listing of representative programs.

Member institutions sponsor a range of vocational and technical training assistance activities to provide hands-on education opportunities for administrators and instructors from around the world. CCID colleges have provided technical assistance to students, teachers, and administrators from Argentina, Belize, Costa Rica, Czechoslovakia, El Salvador, Zambia, Guatemala, Honduras, Hungary, India, Israel, Kenya, Kuwait, Panama, Saudi Arabia, Suriname, Taiwan, and Turkey.

CCID offers technical training assistance in many ways, according to the needs of the client. The most common modes are:

- Consultant services. These can be structured on a project or periodic basis.
- Individual or group training packages. Training can be conducted at CCID College campuses, or in the client country.
- Curriculum and facility planning. CCID provides access to hundreds of successful curricula, and the facility requirements for supporting them.
- Workshops and seminars. These are short-term seminars to update faculty and administrators on specific disciplines or instructional techniques.
- Scholar internships at CCID colleges. Internships are structured to achieve specific training objectives.

CCID offers many advantages to clients seeking the best in technical training assistance.

- Access to the instructional resources of over 45 active and successful community colleges in the United States and Canada.
- Current curricula for over 300 technical and vocational programs.
- Flexibility to tailor training programs to meet client requirements.
- Experience in developing instructional programs to meet community needs.
- Ability to combine the resources of several CCID colleges under a single project manager.
- Direct experience with successful state-of-the-art advanced technology programs.

Contact with CCID can be established through the office of the Executive Director, or any CCID college. Contact us today for a complimentary videotape about CCID and our technical training activities. We can help you to accomplish your goals in technical education.

FOR FURTHER INFORMATION
PLEASE CONTACT:
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Executive Director, CCID
Brevard Community College
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Cocoa, Florida 32922

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FAX: (407) 639-0078

COMMUNITY COLLEGES FOR INTERNATIONAL DEVELOPMENT INC.

international cooperation through education

The Community Colleges for International Development, Inc. (CCID) is a consortium of U.S. and Canadian community colleges. Created in 1976 to implement international programs and projects which benefit other countries as well as its own member institutions. CCID is incorporated as a non-profit consortium administered by an Executive Director and governed by a Board of Directors consisting of the presidents of the member colleges. With a combined enrollment of more than 750,000 students these colleges offer more than 300 courses in technical/vocational subjects plus college transfer and community service programs.

THE OBJECTIVES OF CCID

The consortium is designed to provide:

- ★ assistance to other countries in mid-level manpower training and technical/vocational education;
- ★ opportunities for international study, exchange, and professional development for students and faculty of community colleges and cooperating overseas institutions; and
- ★ leadership and services in the development of international dimensions at community colleges.

CCID has purposely created a membership which represents similarities and differences within the community colleges: a similar commitment of all members to international-related efforts, and differences in their geographical location and educational specialties.

COMMUNITY COLLEGES: SOME MYTHS AND FACTS

MYTH: Community colleges cannot respond to international needs because they have a local, community focus.

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FACT: The "community" of community colleges has changed. Whether a college is in the rural farming area of Cedar Rapids, Iowa or in downtown Boston, international issues affect its immediate service area, its academic offerings, and its student profile. Community colleges must, by necessity, be involved. Large numbers of foreign students have helped to "internationalize" many CCID campuses.

MYTH: A four-year college or university can better respond to the needs of developing countries.

FACT: With their local governing systems, community colleges can often respond more quickly and creatively to requests from other countries. Advisory boards made up of professionals in areas such as business, allied health, agriculture, and computer science help the colleges work with international requests and make their companies' human and material resources available. If a project includes technical training in the U.S. or Canada, lower tuition costs make such projects much more cost-effective.

MYTH: Community colleges are actually technical schools in disguise.

FACT: Community colleges offer a wide range of programs of up to three years duration which are highly technical, career-related, college transfer, or of community service. All majors and most certificates contain a general education component including English courses and social studies. An Associate of Arts or Associate of Science is a postsecondary, higher education degree.

MYTH: Community colleges do not attract outstanding students and faculty.

FACT: Half of the American undergraduate population is enrolled in community colleges. Many students are attracted by highly-qualified professors who prefer teaching to research. Some attend a community college for the first two years of a bachelor's degree, enjoying lower tuition costs and more personalized attention before transferring their credits to a four-year institution. Studies have shown that these students compete successfully in upper division and graduate degree studies. Other students pursue high-level technical programs which offer excellent employment opportunities.

WHAT CCID DOES

TECHNICAL TRAINING

Long-term (generally six months or longer) and short-cycle mid-level training programs are conducted abroad or at CCID colleges throughout the year. Interested countries request on-site technical assistance or send representatives to visit one or more of the member colleges to design programs to meet their specific needs. Modern, well-equipped instructional facilities are available at the colleges, and working agreements with local businesses and industries make hands-on training feasible. CCID colleges have extensive experience with family home stays and "experience America" components.

CONSULTING

CCID colleges have recognized leaders in occupational, vocational, and technical education. Consultant services are available in curriculum planning, development, and evaluation; faculty and staff development; instructional design and evaluation; educational planning; management training; design of physical facilities; identification, procurement; and utilization of instructional equipment.

BILATERAL AGREEMENTS

CCID enters into bilateral agreements with ministries of education, educational consortia, and individual educational institutions. These agreements allow for the joint development of projects which may be funded by the parties, governmental agencies, or other external sources. Activities have included faculty and cultural exchanges, vocational teacher training, faculty training workshops in the U.S. and abroad, technical education, curriculum development, and educational needs assessments. CCID has current active agreements with the Republic of China (Taiwan); Association of Colombian Universities; the Republic of Suriname; Supreme Council of Egyptian Universities; Technical University of Budapest; and Czech Technical University.

INTERNATIONAL STUDENTS

Students from other countries find many programs and geographic areas from which to choose. They pursue a two-year degree or certificate, or complete the first two years of a bachelor's degree at a fraction of the cost it would take at a four-year institution.

INTERNATIONAL VISITORS

CCID colleges host visitors from all over the world who are interested in observing the community college in operation. CCID will coordinate the itineraries of individuals and groups who wish to visit more than one college.

CONFERENCES AND SEMINARS

CCID hosts two conferences each year on international education and the community college. The winter conference is open to the international education community and features recognized authorities and practitioners from around the world. The summer invitational conference is primarily for community college presidents, trustees, and senior administrators.

CCID also sponsors special seminars at the request of clients or to meet the needs of its membership.

THE WERNER KUBSCH AWARD FOR ACHIEVEMENT IN INTERNATIONAL EDUCATION

CCID sponsors this award, which is presented annually to a community college educator who has demonstrated outstanding achievement in furthering nternational education within the community college.

FOR FURTHER INFORMATION PLEASE CONTACT:

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Cocoa, Florida 32922

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COMMUNITY COLLEGES FOR INTERNATIONAL DEVELOPMENT INC.

INTERNATIONAL NEWS

Spring 1992 Volume Seven Number Two

From The Chairman

by Maxwell C. King

Elsewhere in this issue is a short article about the death of our friend, Werner Kubsch. We will all miss him. I have traveled with Werner throughout the world and enjoyed his friendship. As you know, our International Education Award is named in honor of Werner. I am so pleased that we named this award for him while he was living in order for him to know how much we thought of him. He was truly a friend. Don Culton, of Los Angeles Community College District, wrote a short remembrance which captures the essence of the man: "... His enthusiasm for the world was boundless. He saw art in everything... His knowledge of history and culture was profound, and he wanted to share what he knew with all who would listen."

All of us who are involved in planning for the future must make certain assumptions about what the future will look like. It's always helpful to have the council of someone like Professor Derek Mills. Professor Mills' presentation at the CCID winter conference was both enjoyable and thought provoking, especially his identification of trends that will shape tomorrow's economies and democracies. We are already aware of the need to develop new ways of teaching and learning. This will also lead to new ways of organizing, managing and financing the educational process.

Most of the educators whom I talk to offer little hope that we will return to the "easy money" days of the 70's and 80's. While the taxpayer will agree that education is important, issues such as health care, law and order, and social programs are going to demand a greater share of tax dollars. If we are to continue to serve an increasing number of students, we need to find other funding sources. We also must improve the efficiency and productivity of the educational process. Colleges across the country are discussing ways to survive with excellence while still maintaining the open door. The solution will not be found in capping enrollments and curtailing services. Solutions will be found by those who are willing to consider all options, and to abandon attitudes and assumptions that are no longer valid. The funding dilemma may be the impetus we need to reconfigure the community college for the year 2000.

Werner Kubsch

In Memory

Dr. Werner O. Kubsch, a great friend of CCID, passed away in Munich on April 17, 1992. Dr. Kubsch was a pioneer in international education and the president of Studiosus Reisen Munchen, the largest student travel company in Western Europe. CCID's award for Outstanding Achievement in International Education is named for Dr. Kubsch.

A memorial scholarship has been established in Dr. Kubsch's name. Contributions to the scholarship fund can be mailed to: Dr. Werner Kubsch Memorial Fund, c/o CIE, PO Box 18882, Irvine, CA 92713

From the Executive Director

by Jim Humphrys

I am sure that those of you who attended the CCID Conference in Costa Mesa last February will agree that it was our best ever. The conference was well attended, the program was interesting and stimulating, and even the weather cooperated. It was good to hear from Dave Pierce about his plans for AACJC, and from Ralph Smucker, about the new University Center at USAID. Congratulations to Dick Wood, our Kubsch Award Winner - the first from a CCID college.

Since January, we have welcomed seven new CCID Affiliate colleges. This is a reflection of the CCID policy of controlled growth, commensurate with our ability to provide adequate services to our membership. The Board of Directors continues to review membership policy, and will discuss this and other matters at their planning meeting this summer.

I am pleased with CCID's expansion of cooperation with other organizations. We are in the second year with our contract with AACJC for cooperation in International Education. This summer CCID and ACCT will jointly publish a monograph of international education for the use of community college trustees. A joint committee has been appointed to explore opportunities for cooperation between CCID and the American Council for International/Intercultural Education. We have also collaborated with a number of partners in the development of technical assistance proposals. The most recent of these is the approval by the Board of a grant of $5,000 to work with Georgetown University on a proposal to provide assistance to Kurd students presently living in Turkey. Our coordinator for this project is Pete Kellams.

We continue our activities with Suriname. This summer we will send three instructors to Paramaribo to teach credit courses in meteorology, electronics, and computer integrated manufacturing. In October, we will conduct three workshops for vocational teachers in Paramaribo. Interest surveys have been distributed and the instructors will be selected in May.

Our Eastern European exchanges continue. This year for the first time we sent CCID faculty to Romania and Bulgaria. We are in the selection process now for exchanges with the Technical University of Budapest and Czech Technical University in Prague.

CCID sponsored a delegation of eight college presidents from the International Cooperation of Technical Institutes (ICATI) to attend the AACJC Convention in Phoenix, Arizona in April. The delegation was led by Dr. Chuan Lee, Vice President of ICATI. The delegation attended various convention activities, and met with a group of educators from the People's Republic of China, who were attending the ACIIE Conference. Dr. Lee also met with the CCID Board of Directors. The visit was coordinated by Tom Millard, of Waukesha County Technical and Community College.

The CCID summer conference will by held in Toronto July 26-29. We are departing from the planning format of the past two years, and will present a full

(... continued on back page)

Feature Stories

Coast Community District Chancellor Will Lead Bi-National Higher Education Consortium

Coast Community College District Chancellor Alfred P. Fernandez has been selected to serve as chairperson of the International Consortium for Educational and Economic Development (ICEED). The ICEED includes fifteen U.S. community colleges and Mexico's Colegio Nacional de Education Profesional Tecnica (CONALEP), a national organization comprised of 250 technical colleges.

The consortium is a product of the U.S./Mexico Border Conference held last October, cohosted by United States Secretary of Education Lamar Alexander and his Mexican counterpart, Manuel Bartlett-Diaz, former secretariat of education. During this border conference, participants determined that the importance of present and future cooperative educational programs with Latin America, and Mexico in particular, required the creation of a "bi-national consortium" comprised of CONALEP and various community colleges in the Southwestern United States.

The purpose of ICEED will be to promote economic development and international cooperation for educational and training in purposes among the sixteen participating colleges. The focus is a direct result of the proposed United States-Mexico Free Trade Agreement. Additionally, the consortium will focus on faculty exchanges in English and Spanish, teacher training, science and mathematics education, migrant education, literacy, dropout prevention, technical education, student exchanges, continuing education, and educational technology.

As chairperson of the International Consortium for Educational and Economic Development, Fernandez will be responsible for conducting all meetings of the consortium and its executive committee, as well as assuring that the policies of the consortium are executed to the benefit of those involved. "The consortium will serve as the education and training arm to assist businesses on both sides of the border in developing the workforce needed to support free trade between the United States and Mexico," stated Fernandez. "This will serve to create more jobs in the communities of the participating colleges," he added.

In addition to the Coast Community College District, the sixteen founding colleges of the consortium include: Arizona Western College, Cochise College in Arizona, CONALEP in Mexico, Dona Ana Branch Community College in New Mexico, El Paso Community College, Imperial Valley College in California, Laredo Junior College, Los Angeles Community College District, Pima Community College District in Arizona, San Antonio College, San Diego City College District, South Mountain Community College in Arizona, Southwestern College in California, Texas Southmost College, and Texas State Technical College.

President Carole Cowan, Dean of R & D James Mullen, and Professors Roger Ames and Julien Farland acknowledge Middlesex CC's achievement

Middlesex Community College Named Regional Asian Studies Development Center

Middlesex Community College, a CCID affiliate, was recently designated as a Regional Asian Studies Development Center, a cooperative program of the University of Hawaii and the East-West Center. The announcement was made at the college by Dr. Roger Ames, Professor of Philosophy and Director of the Center for Chinese Studies Development Program (ASDP). The ASDP is a partnership between the East-West Center and the University of Hawaii which seeks to enhance Asian studies at American colleges and universities.

As the nation's first community college to be named as a regional center, MCC will take a leadership role in international education for both the academic and business communities. Middlesex will sponsor a wide range of educational programs designed to infuse Asian studies into the curriculum of colleges and universities. Future plans also call for the development of workshops designed to assist the business community in accessing Asian markets. Other activities will provide for visiting scholars, faculty exchanges and joint grant opportunities with the East-West Center and the University of Hawaii.

The East-West Center, established by the U.S. Congress more than 30 years ago is one of the world's leading research centers focusing on Asia and the Pacific Rim. With the recent growth and increased interest in the Asia-Pacific Region, the East-West Center has served as a vital resource providing information and analysis to policy makers, academics, business leaders, government planners and the news media.

The activities that have been initiated as a result of Middlesex's initial involvement in the East-West Center's Asian Studies Development program have had a profound impact on both curriculum development and faculty development at the College. A backbone of the program is its curriculum development effort, led by Professor Julien Farland, Ph.D., who was a member of the team that participated in the East-West Center Program. A group of MCC faculty members is currently involved in their own study of Asian history and culture, as well as development of course modules within the disciplines of psychology, nursing, fashion merchandising and art.

El Centro College Indonesian Diagnostic Medical Sonography Program

by Jan Bryant

Mary Render, R.D.M.S., and I were fortunate to travel to Indonesia for the World Bank Project to update the Indonesian health care system. Our goal was to monitor the progress of the fellowship students who had studied in Dallas/Fort Worth from June through November, 1991, in the areas of C.T., M.R.I. and Ultrasound. This was to be accomplished by conducting two five-day workshops in Semarang and Jakarta, Indonesia. The participants in this workshop included the faculty of the radiography colleges and hospital personnel. We also conducted "hands on" demonstrations in the area hospitals.

After arriving in Jakarta, it did not take us long to realize that we were going to have to undergo an "attitude adjustment" in order to function in their country.

American "necessities" such as telephones, Diet Coke and toilet paper became luxuries. The fast, hectic, stressful pace that Americans lead on a daily basis was replaced with a calm, quiet, relaxed atmosphere.

There were smiles and happy faces that greeted us throughout the day. If we needed or wanted something, the response was always the same, "no problem...don't worry." We grew to admire and respect their peserverance. On one occasion, we tried desperately to fix a hook on a suitcase. A simple squeeze with pliers would have solved the problem. Since there were no pliers, we watched with amazement as the man walked outside, picked up a rock and knelt by the suitcase and proceeded to fix it. No problem!

It was rewarding to see the fellowship-students lecturing with the ultrasound materials they received from the U.S.A. It seemed of little importance that there was no air-conditioning, that the slide trays were antiquated, or that the electricity went off for the afternoon. The educational process continued. The students' questions were unending. They wanted to know everything. They had questions about the topic being covered. They wanted to know about our education, our government, our salaries, our customs and our people. They all seemed to have dreams of coming to America and expressed to us that they believed America was a place of great opportunity.

We were told that the college had been approved to have a telephone installed in two years. The Indonesian students and physicians discussed the difficulty of obtaining books and educational materials. They do not have ready access to purchasing books, and there is an additional government tax on books. The tax is based on the quality of the paper in the book, and also the number of figures. However, this tax does not apply if they are mailed a book as a gift. The books in the libraries are protected by lock and key. The total number of books in the college library would fit on the typical bookshelf in an American home.

While visiting the hospital we noted that the corridors between buildings were all outside walkways. Patients lined the waiting rooms and sat next to flower gardens, statues and palm trees. A few areas in the hospitals were air-conditioned, but this was the exception. The OB wards had as many as 40 beds lined against the wall, with the babies' beds at their mothers' sides. The babies were wrapped tightly with blankets. This seemed most unusual with the room being so hot.

The radiology equipment we saw was comparable to what the U.S.A. had during the 1970s. It is slowly being replaced by newer equipment.

The C.T. and ultrasound equipment was purchased most recently. At this time, Indonesia had only one M.R.I. unit. This is for a population of 190 million. The ancillary equipment we saw was comparable to what the U.S.A. had during the 1950s. A major health problem in Indonesia is respiratory complications. There are no pollution control standards on vehicles. Black exhaust fumes billow out of the cars and buses. A layer of smog covers the city of Jakarta. People cover their mouths and noses while walking, riding bicycles or motorcycles.

During one morning while scanning, we saw patients with hepatomegaly, dilated ducts, active tuberculosis, ascites, and thyroid carcinoma. Another morning brought an ectopic pregnancy, fetal demise and a blighted ovum. We scanned a total of four days and did not have one patient who was "normal."

We also had an opportunity to see some of the countryside of Indonesia. There were magnificent mountainsides being farmed all the way to the top with an assortment of vegetables. We saw huge tea plantations where the young leaves are harvested by hand. Rice fields were also abundant. When we realized that this maze of terracing is all accomplished without benefit of modern farming equipment, we were awestruck once more.

CCID 15th Annual Conference

The Community Colleges for International Development 15th Annual Conference on International Education was held February 23-26 in Costa Mesa, California. The theme of the Conference was "Internationalizing the Community College: Putting It All Together." Plenary speakers included Mr. Jack Smith, Vice President of the Stanley Foundation; Dr. Ralph Smuckler, Executive Director of the University Center, USAID; Dr. David Pierce, President, AACJC, and Dr. Mathilda Harris, University Director of International Programs, Miami University of Ohio. The program also featured 42 small group sessions which offered techniques for internationalizing the community college, showcased informative international education programs, demonstrated opportunities for overseas linkages, and highlighted the management of training programs. The conference was attended by 165 participants.

The CCID 16th Annual Conference is scheduled for February 21-24, 1993, at the Grovesnor Resort, Walt Disney World near Orlando, Florida. The following pictures were taken at random during the conference.

Jack Smith Addresses a Plenary Session

Ralph Smuckler Shares Insight

David Pearce Addresses CCID Conference

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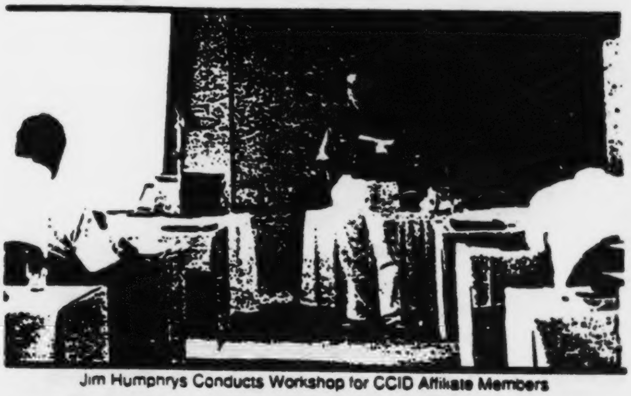
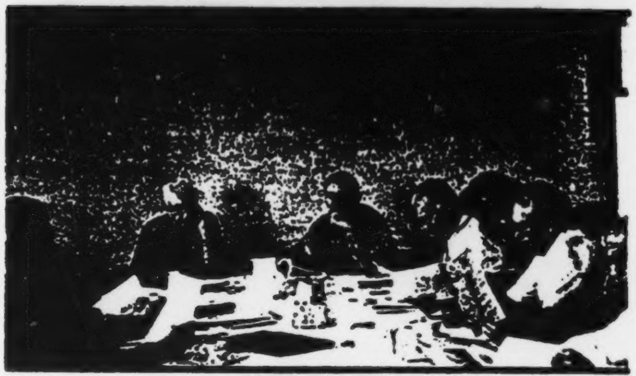
. . . more photos from CCID 15th Annual Conference

Max King (R) Presents Kubach Award to Richard Wood



Jim Humphrys Conducts Workshop for CCID Affiliate Members



CCID Trustees Meet

Tillie Harris Leads a Small Group Session

International Visitors

French Consul General Visits Sinclair

Jean-Yves Defay, Consul General of France, visited Sinclair Community College on March 12. During his visit Monsieur Defay had the opportunity to meet with local business representatives, tour the Air Force Museum at Wright Patterson Air Force Base, meet Sinclair administrators and tour the college. While meeting with Sinclair administrators, discussions centered on reviewing the progress on linking Sinclair with a sister college in Normandy.

Consul General Defay (left) admires his Sinclair watch presented by Dean Clifford Barr (right) as M. Riboni looks on

Moscow Dramatic Ballet at MCC

As part of its debut American tour, the Moscow Dramatic Ballet performed at Monroe Community College on Saturday, February 29. The Moscow Dramatic Ballet, a group of 18 accomplished Russian dancers, under the direction of Yuri Puzakov, has a distinct style which features classical Russian ballet, modern and jazz movement.

A special ballet, The New Adventures of Dr. Doolittle has been created for children's audiences and three one-act ballets: The Montagues and the Capulets, based on Tchaikovsky's Romeo and Juliet; The Birds with music by Soviet composer Sofia Gubaidulina; and Concerto for a Typewriter with music by Soviet composer Alo Mattysen were performed.

German Humanities Scholars Visit EICCD

Clinton, Muscatine and Scott Community Colleges played host to two distinguished German humanities scholars during Germany Week, March 23-27. Joachim (Yogi) Reppmann and Gerd Stolz, both of Schleswig-Holstein in Germany, spoke to community college classes, civic meetings and public groups about the "new Germany" and its relation to Iowa.

As part of EICCD's Germany Week, a young boy looks for his ancestors' home in Germany

Reppmann is director of the European Unity Party and is an expert on the German immigration to Iowa. The state has a strong connection to Germany, as 45 percent of Iowans are of German descent. Gerd Stolz is Chief Staff Officer of the State Chancellory of Schleswig-Holstein. Among other duties, he is responsible for minority issues and organizes visits of former Jewish citizens to Schleswig-Holstein.

Reppmann and Stolz discussed the role of the "new Germany" in Europe, conducted a seminar on doing business in Germany and talked about a number of historical issues, including the German immigration and treatment of the Jewish people in the state of Schleswig-Holstein.

The visit was part of a month-long project coordinated by the Iowa Community College International Education Consortium. Sponsors included the Iowa Humanities Board, the American Schleswig-Holstein Heritage Society, the Iowa Sister States Commission and the Iowa Peace Institute.

Lansing Hosts Malaysian Educators

by Debra Ragland

Senior education officials from Malaysia received a first-hand look at the people, programs and technical training facilities of Lansing Community College. Tours of LCC's vocational labs and the comupter systems department were included in the three-day visit which took place in November. LCC was a participant in the Malaysian Ministry of Education's Fellowship Program in TechnicalVocational Education. Three fellows toured the college and discussed with LCC officials how LCC trains students in its technical and vocational programs.

A substantial amount of time was spent touring the college's Comupter Integrated Manufacturing (CIM) Program, which included meetings with CIM faculty and administrators to discuss the program in more detail, said LCC's Executive Vice President, Dr. M. Valeriana Moeller.

The fellows' itinerary also included a visit to the Auto Air Composite Company, which manufactures aircraft components which are supplied to the Malaysian airlines, and an observation of LCC's Aviation Center.

State Center Community College District, Seattle Community College District and Delaware County Community College also participated in the fellowship program on their campuses. Host colleges were selected by the Community Colleges for International Development. Selection was based on and included the quality of the application submitted by each institution to become a host college.

Malaysian Deputy Director of Technical and Vocational Education Ahamad Abdul Rahman, Assistant Director Sulaiman Haji Hasan, and K. Manoharan, head of unit of the Technical Teacher's College were fellows of the program.

"We found the visit very beneficial to our institution, and we are pleased that the Malaysian fellows found Lansing Community College's programs and activities of interest to their country," Moeller said.

"It was a pleasure for Lansing to host a visit for the three Malaysian educators, and to have the opportunity for our LCC staff to interact with educators from another country," she added.

Pictured from left: Annette Parker, Sulaiman Haji Hasan, Edwin Bergmann, K. Manoharan and Ahmad Abdul Rahman tour LCC's facilities

Russian Scholar In Residence

Marina Kopyova, a Russian Scholar-in-Residence, is pictured on the campus of Delaware County Community College, where she is much liked and appreciated as a valuable educational resource. A resident of St. Petersburg (formerly Leningrad) and a wounded survivor of the seige of Leningrad, Marina has much to tell about the former Soviet Union and also about architecture, music, and the arts in her native land - all in perfect English, which she taught for about forty years. In addition to being much in demand on campus, she has made a number of off-campus appearances, all with very appreciative audience response.

Marina Kopyova of Saint Petersburg, Russia

Fresno City College Welcomes Hungarian Instructor

The joy of traveling and education have brought Zsuzanna Szirmai (pronounced ZHOO-zhah, zer-MY-ee) halfway around the world to teach in Fresno, California.

A visiting scholar from the Technical University of Budapest in Hungary, Szirmai arrived January 2 to begin the spring semester as an Intermediate English instructor at Fresno City College. Szirmai has taught English and Russian at the University of Budapest's Institute of Foreign Languages since 1987.

Teaching English to international students has become a challenge for Szirmai, one she says she's looking forward to at FCC. "In Hungary I'd only teach a maximum of 15 students," Szirmai said, "but here I'm faced with twice as many students. I love to share my homeland's history, geography, art, and the many changes in Eastern Europe," she said. "Part of the course featured a homemade video shot in Hungary."

Zsuzanna Szirmai

Szirmai's travel experience should prove to add to class interest. "I'm very keen on traveling," she said. "My family and I have visited nearly all of the countries in Europe." One of her favorite countries in Europe, she says, is Russia. "After graduating from high school, I worked as a tour guide. Since, I've gone back more than 60 times."

This is the first time, however, that Szirmai and her two children, Gabor, 13, and Luca, 11, have come to the United States. "Living in California is so exciting," she says. "Gabor and Luca want to visit Disneyland. I just want to travel and see as much as possible." Szirmai regretfully admitted, "I should have brought my boots. We didn't expect such cold weather."

Szirmai was delighted when FCC faculty and staff provided a completely furnished apartment located near campus, just a 10-minute walk away. "I'm overwhelmed with everyone's kindness and generosity to help me and my family feel comfortable," she says.

Kirkwood Hosts Czech Ambassador and International Ecologist

Ambassador Rita Klimova, the Czech and Slovak Republic's Ambassador to the United States, and David Brower, Executive Director of the Earth Island Institute and internationally-renowned ecologist, were keynote speakers at the Third Annual Global Cedar Rapids conference hosted by Kirkwood Community College on March 6 and 7.

David Brower

In her address Madame Klimova noted that she is a woman without a political party, caught up in the new democratic turmoil of a nation that for 40 years lived under communism. She was asked to leave the communist party because of her advocacy for human rights. "Human rights aren't legislated," she stated in her address, "they are built."

David Brower emphasized the importance of caring for the planet. "We live as though none of us had grandchildren who will inherit the earth from us," he said. His speech, entitled "It's Healing Time on Earth," was preceded by a special session for junior and senior high school students, who, he says, are the last hope for the enforcement of necessary environmental sanctions.

The conference is intended to raise community awareness of international issues, recognize exceptional efforts at the local, regional, state, and international levels, and encourage individual participation in world affairs.

Tidewater Establishes Central Europe Links

Tidewater Community College served as host for two distinguished visitors from Central Europe in April. Dr. Halina Parafianowicz, a visiting history professor from Poland, currently at the University of Kansas, spoke to colleagues and the community about Poland and the new Commonwealth.

Dr. Frantisek Vrhel, the Vice Dean of International Relations of the Arts Faculty of Charles University, Prague, visited Virginia as a special guest of Tidewater. The purpose of his visit was to establish formal relations with Tidewater and other community colleges in the Virginia system. He visited the Paul D. Camp, Piedmont, and Northern Virginia Community Colleges. A plan was developed to foster and support relations between Virginia's community colleges and Central Europe in business and education.

While in Hampton Roads, Dr. Vrhel spoke to local business persons about the changes in Central Europe and the future. He extended an invitation for three Tidewater faculty members to visit his country in May under the sponsorship of Charles University. One of them will teach a seminar on English business communication to Czech business persor Arrangements are being made for one of his colleagues to come to Virginia in the fall as part of Tidewater's visiting professor program.

Tidewater is anxious to share information with the CCID. Please contact the Office of International Education, (804) 484-2121, Ext. 479. FAX (804) 483-5153.

PRC Educators Visit U.S. Community Colleges

A delegation of 18 educators from the People's Republic of China visited the United States April 5-26. The group included officials from Chinese colleges and universities, as well as representative from Provincial and State Education Commissions. The delegation came to the United States to learn more about American community colleges. A similar delegation from the United States community colleges visited China last summer.

The nationwide visit of the delegation was coordinated by Utah Valley Community College. CCID colleges included in the itinerary were Brevard Community College, Florida Community College at Jacksonville, Utah Valley Community College and Pasadena City College.

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Eastern Block Delegation Visit

Delaware Technical and Community College was invited by the Office of Foreign Relations of the U.S. Department of Labor to host a delegation from Bulgaria. The Honorable Dr. Vekil Vanov, Minister of Labor, and other members of the Bulgarian Labor Department spent one day visiting our facilities.

The delegation was accompanied by Ms. Sydney Smith of the U.S. Department of Labor. The purpose of the visit was for the Bulgarians to observe firsthand the retraining programs offered by Delaware Tech. Specifically, the delegation reviewed company-sponsored programs offered to Chrysler Corporation's Newark assembly plant employees. The delegation was given a briefing by College and Chrysler employees and by representatives of the Automotive Worker's Union. Additionally, they were briefed by Delaware Tech's personnel on the specialized short-term unemployment program offered under the Job Training Partnership Act (JTPA). The Minister commented on the extreme value of these programs and the benefit to the participants and the local economy.

Anthony Digenakis, Assistant to the President and International Program Director at Delaware Tech, offered the College's assistance to the Bulgarian government to implement similar ideas in Bulgaria. As a result, Mr. Digenakis has been invited to participate in an upcoming U.S. Labor Department Delegation scheduled to visit Bulgaria this June. The purpose of this visit is to assess the types of possible U.S. assistance to that country.

Bulgarian Government Officials Visit DT & CC

Broome Welcomes New CASS Group

In the Fall of 1992, Broome Community College (BCC) will welcome the third group of participants of the USAID/Georgetown University Cooperative Association of States for Scholarships (CASS) Program. As with previous groups, CASS scholars will be studying for a 2-year degree in Quality Control (ASQC)-Binghamton Section. CASS scholars will be exposed to the values and institutions of the United States and will share their culture with community members and local institutions, enhancing the international environment of the campus and community.

The arrival of this CASS group marks the beginning of the seventh year of collaborative association between BCC and Georgetown University to provide Central American and, more recently, Caribbean students with the opportunity of a college education in the United States.

Chinese Educators at FCCJ

Eighteen top Chinese Eduactors visited Florida Community College at Jacksonville in April as part of a nationwide tour of colleges. They were particularly interested in computer labs, TV production of courses, interactive video and comprehensive learning assistance centers.

Brookhaven and Richland Colleges of the Dallas County Community College District have been privileged to share the services of Valeria Kucharenko, visiting scholar from Russia.

Dr. Kucharenko's perspective into English literature has broadened vistas for DCCCD students as she teaches several sections of English Literature.

Dr. Kucharenko is a native of the Ukraine whose educational background is Russian and World Literature. She will be teaching at Brookhaven and Richland through the summer semester.

Faculty Exchange

CCAC is honored to introduce Ms. Katalin Boda, the first faculty member invited to Community College of Allegheny County as part of our commitment to the faculty exchange program sponsored by Community Colleges for International Development (CCID).

Ms. Boda has been assigned to the Language, Philosophy and Education Department at the Allegheny Campus. She will teach English as a Second Language (ESL) and serve as a resource scholar. Her resource scholar assignment will provide extensive exposure and access to faculty, staff and students throughout the Allegheny Campus, as well as the entire Community College system. Ms. Boda is available to teachers of History of Western Civilization, The Twentieth Century, History of Modern Europe, History of Women, International Relations, Comparative Politics, Russian Language, and World Literature Courses, to name a few.

Katalin Boda is a native of Hungary, where she has taught language at the Technical University of Budapest since 1981. She received her diploma from Leningrad University in 1979 after which she briefly worked as a translator of technical documents. Ms. Boda has continued her studies, passing the A-level English at Eotvos Lorand University in Budapest.

An accomplished linguist, Ms. Boda is fluent in three separate language groups — her native Hungarian, a Finno-Ugric language; Russian, a Slavic language and English, an Indo-European language. She is also a world traveler, having visited Russia and the United States as well as Central Asia, England and other parts of Europe. Her broad interests include literature and music and Ms. Boda practices Yoga and follows a "not too strict" vegetarian diet.

Ms. Boda is being mentored by Professor Veronica Doerr of the English Department and the exchange faculty project is being supervised by Mr. George H. Wright, the International Education Director for CCAC.

Foreign Country Activities

Kirkwood Program Helps Central American Couple

Two Central Americans who met and fell in love while attending an Iowa college have written touching letters to tell friends about their new life. Elvin Espinoza and Mabel Vargas, natives of Panama, met while studying in an agriculture education program sponsored by the U.S. Aid for International Development agency at Kirkwood Commuity College in Cedar Rapids, Iowa. They were students from 1988 through February of 1990, and when they graduated they returned to Panama and were married.

Mabel Vargas

Elvin was successful in his search for a career in his native land. He is now a quality assurance manager for the Swift and Company meat processing plant in Panama. He reported that he was at first discouraged by the lack of employment opportunities when he returned to Panama. But, he said, he finally accepted a $100-a-month job as a food cook.

In a letter to Kirkwood instructor Jim Hynek, Elvin wrote, "I said, well, since I haven't found anything yet I'll take this job as a cooker. I don't care how much I'll make because I know even when it is hard sometimes you have to start from the bottom if you really want to move to the top. And I learned this from your class, 'Goal Setting.' There is only one more thing that I have to say, doing it like that works...I did get a lot of experiences (as a cook) that now are real helpful for me in a job where I'm making close to $1,000 a month which is not bad to live (on) in Panama."

In her letter to Hynek, Mabel explained that she and Elvin live only a few miles from Panama City and the Panama Canal. They live in a house given to them by her grandparents. Explaining their circumstances, Mabel wrote, "I'm the queen of the house, but I will work when I feel able to." She held a job on a military base before marrying Elvin.

Elvin Espinoza

Kirkwood has graduated more than 150 students from the C.A.S.S. program since 1985. Recently, the emphasis in the program changed from production agriculture education to food technology. The program is funded by the U.S. Aid for International Development Agency under the U.S. State Department, and contracted to selected community colleges by Georgetown University.

The Baltic States

In what appears to be an interesting and perhaps challenging new experience, Delaware County Community College will send a small contingent of teachers to Tallinn, Estonia, and Kaunas, Lithuania, this summer to conduct their first English Teaching Programs in the technical universities there. George Leute, program coordinator, and Dr. Jane Malloy, both experienced in earlier programs, will be participating.

Dr. Bob Litle and Dr. Joan Weston of Brookhaven College (Dallas County Community College District) began 1992 by touring Vietnam with 39 other U.S. educators. They attended a conference hosted by Vietnam's Ministry of Education and the Ho Chi Minh City University. The visit included stays in Bangkok, Thailand, Hanoi, and Ho Chi Minh City (Saigon). They also visited an area on the Gulf of Tonkin where the group had the opportunity to observe life in a rural Vietnamese village.

Dallas County Community College District Cooperates with Latvia in Economic Development

In late March, five Dallas County Community College District staff members spent two weeks in Latvia on a USIA sponsored visit. The purpose of the trip was to help a Latvian institution, the Riga School of Commerce, to develop its curriculum in banking and finance, tourism, office technology, and small business development. The curriculum is being created in order to assist Latvia in its move to a free market economy. Participating from the DCCCD were Tom Morton, North Lake College Banking and Finance faculty member; Susan Muha, Dean of Career and Continuing Educatio at Richland College; Bonny Franks, Vice Provost of the Bill J. Priest Center for Economic Development; and Richard McCrary, District Director of Student an International Programs.

During the Latvia trip, the group met with member of the faculty of Latvia University and Riga Technical Universit the Minister and Deputy Minister of Education, the member of the Supreme Soviet who chairs the Committee on Culture and Education, the Deputy May of Riga, as well as with students and faculty at three commerce schools. The Dallas participants also presented a day-long workshop for the nation's secondar principals on how education is associate with economic development.

Further involvement on the part of th DCCCD includes the sending of additio instructors during the summer of 1992 teach Latvian faculty about the importa subjects of banking and finance, office technology, small business developmen personal finance, and other business-related areas. These subjects will then introduced throughout curriculams of Latvia, and special emphasis will be placed on the attainment of these comp tencies being incorporated in to the programs of the two leading univers Latvia.

The U.S. Embasy contact in Riga described the Dallas visitors as the "m focused and professional" group to vis Latvia under the auspices of USIA.

Turkish Industrial Technical Training Project

The need for the development and operations of modern postsecondary technical institutions is becoming increasingly evident in developing nations. Seven years ago the Turkish Government requested $100 million from the World Bank to improve the technical education system by building or expanding twenty technical centers throughout the country. These centers will ultimately train approximately six thousand students per year. A very small number of U.S. and British colleges have been invited to participate in this project.

As one of the participating U.S. institutions, Delaware Technical and Community College agreed to send selected staff for short visits to Turkey to design the educational curricula and specify the required educational equipment needed to implement the programs. Delaware Tech has been responsible for the computer technology, chemical technology, petrochemical technology and telecommunications. As part of the agreement, the College made a commitment to host Turkish faculty for specialized training at its campuses. This training varies from three to nine months depending on the backgrounds of the visiting groups.

A group of eleven Turkish faculty completed a three month program during the Fall of 1991. In February 1992 the College began hosting twenty faculty members from thirteen Turkish technical schools who are studying chemical and petrochemical principles, telecommunications and computer technology at Stanton and Terry Campuses. The program will continue until the middle of August. The Turkish faculty are receiving instruction on technical subjects, but also in methods and techniques used in teaching adults and vocational/technical students.

Additionally, the Turkish faculty will develop lesson plans, laboratory exercises, tests and instructional aids for use in their respective institutions. Delaware Tech also plans cultural and educational visits for the Turkish faculty.

An unexpected benefit of these efforts has been Delaware Tech's faculty views of ethnic people. Since the College has previously hosted other international groups, Delaware Tech is providing a valuable resource in addressing ethnic diversity exposure to its faculty. Additionally, Delaware Tech faculty and staff who have travelled abroad, always return with fresh ideas concerning curricula, procedures and methods of instruction that may ultimately have an impact upon the local students.

MCC Recognizes Canada Importance as the U.S.'s "Nextdoor Neighbor"

Monroe Community College is well aware that although Canada is very near Rochester, New York, it is still a foreign country. Though Canada is a close neighbor, according to Donovan "Buff" Jenkins, Dean for Continuing Education and Coordinator of International Education efforts at the College, many people lack a thorough knowledge of some of today's important issues in regard to this country. For this reason, MCC's Committee on Global Awareness (COGA) sponsored "Canadian Awareness Week," April 13 to 17.

"Because Canada is so accessible to us, we sometimes need to be reminded that it is a foreign country," said Jenkins. "We can use our money there, and we share the Niagara Falls, but there are innate differences." Jenkins said that COGA plans to feature similar awareness weeks about a different country each academic year.

Events during "Canadian Awareness Week" included lectures about Canada, ranging from ecological subjects and the country's criminal justice system, to tourism and theater. Speakers were experts on Canada from MCC; the Canadian Consulate; the New York State Department of Economic Development; State University of New York (SUNY) Colleges at Buffalo and Brockport; and the Toronto Metropolitan Police Force.

An exhibit of Canadian literature, authors, and articles was also displayed at the College's LeRoy V. Good Library. Also, a video concerning Canadian authorities' outlawing Indian ceremonies was shown.

More that 500 faculty, staff, students and interested members of the community attended the events. Currently, 15 Canadian students attend MCC.

FCC Instructor Heads to Taiwan

Business and pleasure merge for Fresno City College instructor Bill Syvertsen, who has been given the opportunity to teach two graduate courses this summer in Taipei, Taiwan. A business administration instructor for five years, Syvertsen will teach courses entitled Business Ethics and History of Leadership. "I was really thrilled with the opportunity to teach in a foreign country," Syvertsen said. "This opportunity will help me create a better awareness of international business."

Bill Syvertsen

It all began last December when Dr. Charlotte Neuhauser, Business Dean at Madonna University in Michigan, served as a consultant to help internationalize FCC's business curriculum. Dr. Neuhauser suggested that anyone interested in spending two weeks teaching in Taiwan should write her. Syvertsen knew it was a deal too good to pass up.

Madonna University chose Syvertsen as its first non-faculty member since the program began in 1989. He'll teach at one of its two business extension campuses in Taiwan. Another business instructor from Madonna University will travel with Syvertsen to Taiwan.

Although Syvertsen won't be leaving until July, he's already beginning the tedious job of preparing schedules, the class syllabus, notebooks, and other pertinent information. All of this has to be prepared several months in advance and forwarded to Michigan to be translated from English to Chinese. So before instructors arrive in Taiwan, students are well underway with their studies. Once in Taiwan, an interpreter breaks the language barrier between instructor and student in the classroom.

Syvertsen's job won't end when he returns to Fresno. He'll have to correct papers and tests, which will have been translated into English by Madonna University. Approximately 30 students are enrolled in each of the two classes. Most of whom are white-collar managers and professionals working in financing and insurance who desire a graduate degree.

The trip is made possible by a Title VIB Grant from the U.S. Department of Education, Madonna University and the moral support of the FCC Business Division.

SCCCD Goes Global!

The State Center Community College District is reaching out across the world. The spring and summer study abroad programs offered by the District allow both faculty and staff the opportunity to experience new worlds.

This spring over 20 students and two insturctors are spending 14 weeks in Great Britain. All students take a full-load of courses ranging from English to British Culture. The semester program offers students the unique opportunity of studying in another country.

Currently the District is recruiting students for its annual summer study program in Cuernavaca, Mexico. The 3 week program offers participants the rare opportunity to study Spanish in Mexico. The ages of those who have participated in the intensive Spanish language program range from 14 to 60 years old. The setting for the program is the mystical and enchanting Cuernavaca, Mexico.

As part of both programs students are placed with host families. This gives them a chance to experience firsthand the culture and lifestyle of the country they are visiting. Also included in both study abroad programs are excursions. As part of the program costs a number of sightseeing trips are built in allowing students an even greater chance of experiencing the world we live in.

Although both programs take place in the spring and summer recruiting goes on year round. Both the international education office and participating faculty members spend 12 months out of the year talking to potential students about the opportunities available through study abroad.

As our world becomes more of a global neighborhood, the need for more study abroad programs becomes greater. Study abroad allows students a chance to reach out to the world, explore new worlds and as most parents have said, "It also helps them to grow up just a bit."

China Connection at FCCJ

Four professors and administrators from Shaanxi Business Management Institute in Xian, China visited Florida Community College of Jacksonville in April for a four-day visit looking at several programs, including computers, business and several occupational programs. A Sister College relationship was finalized that will see an exchange of professors between FCCJ and the SBMI.

English Teaching Programs in Czechoslovakia

Dr. Jane Malloy of DCCC with Dr. Nadia Flasikova and Dr. Karol Kleinert at lunch at Slovak Tech

In addition to a winter program at Slovak Technical University in Bratislava in January 1992, Delaware County Community College will provide a six-person team in the summer of 1992 for a similar program. Also, a nine-person group will teach English at the Czech Technical University in Prague. The Prague group will include two staff members from Erie Community College of Buffalo, New York, and one from Brevard Community College of Cocoa, Florida.

A Letter From Bucharest

One of the faculty exchange agreements that CCID has with Eastern Europe is with the University of Bucharest in Romania. During the Spring 1992 semester Norman Herbert, from Broome Community College, taught at the university as part of that agreement. He had one class in microeconomics which he taught in English. The university gave him an apartment and paid him about $50 a month as part of the agreement. This letter is passed on from Dr. Herbert.

The crocus bloomed March 1st, the willows had green leaves by the 15th, and now it's snowing on the 18th! The 20 acre gardens a block from my apartment have hundreds of sun-sitters, and over 20 chess games in one area. Many people in Romania need cheap means of entertainment. Most jobs pay $30 to $50 per month so it's a good thing that some prices are still kept low.

I get delicious brown, crusty bread for under 3 cents and milk costs 5 cents a quart (but you must wait in line an hour or more). Their vegetables all come in standard pint or quart deposit jars. A good example for our throw-away society!

There are enough cars to have busy traffic - polluting! - but most travel by bus, trolley or subway, which just had a 400% price rise (to 3 cents).

The 21/1 million people in Bucharest are spread out. Most live in relatively new apartment buildings of 5 to 12 stories, built in groups, with reasonable space. There are still quaint cobbled streets with fancy last century houses but many were torn down to be replaced by new boulevards lined with 10 story apartments. One such wide, tree-lined avenue has a mile such places in a half-finished state, but n windows. It is like walking in a bombe out city, no work done since the revoluti in '89. With little construction, many ar jobless. Sometimes it seems that every is busy selling or buying. We all carry shopping bags and when you see a line you stop and ask - what is it? Do I wan wait in line for some? Will there be any left when I get there? Older people (pensioners) spend most of their day waiting in shopping lines or looking.

Saturday afternoon the stores close a the weekend is spent walking the store fronts looking (money to buy anyway) going to a 12 cent movie. It's good tha Romanians are nice people, very hospitable, enjoying visits to friends, always with flowers in hand and waiting for th changes they hope will come.

Trustee Member Involvement

Delaware County Community College Board of Trustees member Barbara W Moss is participating in the college's English Teaching Program in Prague, Czechoslovakia this summer. A mana ment and marketing consultant, she wi bring a good educational background prior teaching experience to the progra while she gains first-hand knowledge both the program and what the Delawa County Community College staff expe ence as they help to improve the Engli skills of the engineers at Czech Tech.

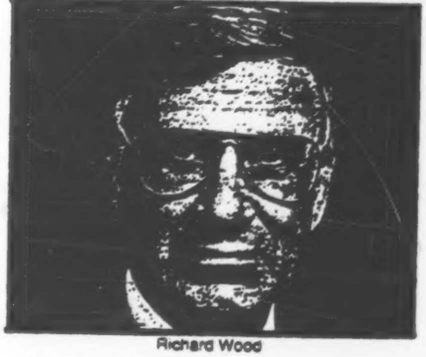
LACCD - Universidad De Occidente

The Los Angeles Community Colleges have a long history of international education activities in Mexico. The newest initiative is an exchange agreement with the Universidad de Occidente in Sinaloa. The university has four sites. The administrator of the Mazatlan campus, Guillermo Osuna, has asked for assistance from the LACCD in developing curriculum. Two instructors will teach classes in travel and tourism this summer. Michael O'Callahan of West Los Angeles College will coordinate the summer session. Still in the planning stages is a week-long stay in the port city for the Los Angeles Harbor College baseball team. Besides playing several games with local teams, the Seahawks from Harbor will offer baseball clinics, organized by the university. The Harbor team has three state community college championships to its credit and currently is in the running for a fourth.

Grants and Awards

Wood Receives International Education Award

Richard Wood, Executive Dean of Instruction at College of DuPage, was presented the Dr. Werner Kubsch Award for Outstanding Achievement in International Education during the Community Colleges for International Development, Inc., (CCID) annual conference February 23 to 26 in Costa Mesa, CA. The event marked CCID's 15th annual conference. The award, the sixth one presented, consists of a one-week expense paid trip to Germany and a $500 stipend.


Richard Wood

The award is presented annually to a community college educator who has demonstrated outstanding achievement in international education related to community colleges, and to the betterment of international relations. Wood, a Wheaton resident, has been a member of the College of DuPage staff since 1967.

Werner Kubsch is the founder and General Manager of Studiosus Reisen Munchen, the largest student travel agency in Europe. This is the 6th annual award of this recognition. Previous award winners are:

Dr. A. Hugh Adams, President Emeritus of Brevard Community College

Dr. Phillip A. Gannon, President, Lansing Community College

Dr. Wilbur J. Collin, Assistant Vice President Academic, Grant MacEwan Community College

Professor Lillian Swarth, Nassau Community College

Ms. Julia Ribley, Coordinator/International Education, Valencia Community College

COD Awarded East-West Institute Grant

COD was selected to participate in the 1992 Summer Institute of Asian Studies Development Program, June 14 - July 4, 1992, in Honolulu, Hawaii. Representing COD will be Donna Videtich, Professor of Nursing, Mike Chu, Associate Professor of Remedial/Developmental Writing, and Walt Packard, Dean of Social and Behavioral Sciences.

The team will be taking on a three-year commitment to develop expertise in certain areas of Asian studies for the purpose of helping other faculty and colleges in the state to infuse Asian studies into their respective curricula.

Ray Olson

Olson to Participate in Korean Seminar

Ray Olson, Professor of Sociology at College of DuPage, was recently selected under the Department of Education's 1992 Fulbright-Hays Seminars Abroad Program to participate in the seminar, Korean Society in Transition, in Seoul, South Korea, June 18 to July 23. The seminar is conducted for the Department of Education by the Korean-American Educational Commission. The seminar will provide participants with an introduction to contemporary South Korean society. For most of the seminar's duration, Olson, a Glen Ellyn resident, will stay in Seoul, site of the 1988 Summer Olympics. But he and other participants will also travel to major points of interest such as Pusan, Cheju Island, Panmunjon and the DMZ.

Student Activities

Kirkwood Haitian Student Captures First Place Award

At the National Post-Secondary Agricultural Schools Competition held in Minneapolis, Minnesota during March 1992, Kirkwood C.A.S.S. student Pierrot Marcel was awarded first place in Prepared Public Speaking. His topic was World Hunger, and the answers he gave to the issue were food processing and preservation. He argued that enough food is produced world-wide to feed the developing countries. Much however, goes to waste. He stressed that teaching food processing and proservation techniques would go a long way to resolving this problem.

Pierrot's achievement in winning the public speaking award is remarkable because he arrived in the United States with no English-speaking abilities in August of 1990. He will return home to Haiti in August of 1992. The commitment he has shown in learning English will serve him well upon his return.

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Writing Stories in English Can Be Difficult for Some

Writing a story can sometimes be difficult. Writing a story in English can be especially difficult when English is not your native language. Imagine the sense of pride one would feel. Students like Nadia Vasilik in Monroe Community College's English for Speakers of Other Languages (ESOL) program feel proud, and the Monroe Community College is proud of them, too. The ESOL Department has published a collection of its students' stories.

"The voices speak for themselves," said Liz Neureiter-Seely, chair of ESOL. "Not only are we proud of these students, but we all can learn from their experiences. It's like walking a mile in someone else's shoes."

In her story entitled, "My First Day in an American School," Nadia Vasilik, from Ukraine, wrote:

"My cousin Roman again and again repeated for me how to say 'Good Morning' and 'Good bye.'

Today I would go to school. Today I would be studying in an American School. I would study the English language, which was new for me like all of America and my life here.

I opened the door and went in the big, lighted classroom. The teacher was standing next to the board. She was holding an eraser in one hand; with the other hand she was writing on the board. 'Good-bye,' I said loudly. 'Good morning,' answered the teacher. She turned towards me with a delicate smile on her face. All of the students were laughing at me.

At the end of class my teacher said, 'Good bye, Nadia,' and pleasantly looked at me. I was sure I would come to school the next day."

Nadia is studying Hotel Technology at MCC.

Cultural Diverstiy Day at Kirkwood

As part of Kirkwood's Cultural Diversity Day activities, students from Latin America and the Caribbean set up tables displaying flags, toys, clothing, books, music and various other items from around the Western Hemisphere, Haiti, Honduras, Guatemala, The Dominican Republic, El Salvador, Jamaica, and St. Vincent. Kirkwood students and staff were treated to samples of international foods such as fruit buns from Jamaica, arroz y frejoles (rice and beans) from the Dominican Republic, a beet and onion salad Guatemla, and fried plantans from Haiti. Native folk dances including the Merengue, La Tusa, the Congo, the Salsa and the Puntawere performed during the noon hour in the college cafeteria.

John Bayley

Cultural Diversity Day was topped off with the concert performance of John Bayley, a native of Ghana. John has played with well known artists like Taj Majal, Peter Tosh, Richie Havens, Spiro Giro, B.B. King, and Steel Pulse. His solo instrumentation included both twelve and six string guitars and the Greek Bazouki, as well as providing his own foot-powered rhythm section with a voice that has been described as "honey laced with rum." His unique island beat and high energy music provided a perfect capstone to a special day which raised the visibility and rich heritage that international students offer our college communities.

Monroe Community College Chess Team Wins International Match Again

For the fifth consecutive year, the Monroe Community College Chess Team has won the Two-Year-College Division Pan-American Intercollegiate Chess Team Championship. The win ranks MCC as the best two-year college team of North, Central and South America. The Pan-Am Tournament was held in Chicago, and the final match took place on December 30.

MCC was represented by Michael Winans of Greece, Sherman Cunninghan of Rochester, and Michael Howell and Thomas Whittemore both of Webster. The team's faculty advisor is Dr. Lewis Lansky of Rochester who is a professor of history and political science.

The MCC team defeated a team from The Dominican Republic which had the highest rating by the tournament's sponsor the United States Chess Federation. Team rating is determined by the Federation's ranking of individuals based on their playing experience. MCC was rated 17th out of 33 teams at the outset of the four-day tournament.

"It was grueling competition," said Lansky. "For example, one game — played by Mike Howell, the club president — lasted more than five hours. In addition, the team's newest member, Tom Whittemore, had never played in a tournament in his life. He won **2 1/2** out of six matches, which is very impressive considering the top-notch, international players this tournament attracted."

CASS Students Perform at Kirkwood

Students from the Kirkwood C.A.S.S. program provided entertainment for the annual campus-wide Clean Up Day activities. The students performed their national folk dances and games. Staff members were encouraged by the students to participate in the dances. The social time was enjoyed by all!

Students in picture are Rogelin Medina and Luisa Sanchez from the Dominican Republic.

CASS Students Perform at Kirkwood

Students in the Coordinated Studies program at Brookhaven College of the Dallas County Community College District will have the opportunity to put faces and actual experiences to events in the news as well as the locations they hav studied in class. The Coordinated Studies program is sponsoring a trip to Israel and Egypt this summer. The group will visit the usual cultural sites and also meet wit Israeli university professors and students. A highlight of the trip is expected to be visits to the Russian and Ethiopian Absorption Centers to observe "real life . Israel." This is the third study trip sponsored by the Coordinated Studies Program.

Brevard Community Chorale Scandinavian Tour

The Brevard Community Chorale will embark on a Scandinavian Concert Tour July 2-19, 1992. The nineteen day itinerary includes Holland, Germany, Denmark, Sweden, and Norway with scheduled performances in Zoetermeer, Rotterdam, Copenhagen, Geilo, Bergen, and Oslo. The forty-eight member chorale is directed by Mr. Mark Hanson, a member of the Brevard Community College music faculty.

Brevard Community College Music Express

The Brevard Community College Music Express will depart on a ten day concert tour of Czechoslovakia and Austria from May 11 to May 21, 1992. The twenty-five member group has scheduled performances of contemporary American music and dance in Prague and Vienna. The group is led by Mr. Larry Boyle, a member of the Brevard Community College music faculty.

Tidewater Students to Study in Spain

Tidewater Community College will again sponsor a six-week study program at the University of Valencia in Spain. Students may opt from a variety of upper and lower division courses and will receive credit from the University of Valencia. The final week of the program will include a tour to Madrid, Toledo, Avila and Segovia.

The study program will begin June 28 and end August 5. Lily Anne Goetz is the director of the program.

Brookhaven College of the Dallas County Community College District hosted its fourth annual Festival of Cultures. The highlight of the Festival was an International Fashion Show coordianted by the Fashion Merchandising students which showcased fashions and costumes from approximately 30 countries and all major regions of the world. During the Festival students also took advantage of the opportunity to share their culture with others through food tasting and display booths. Altogether, students and staff were able to take a peek at over 40 different cultures. The event ended with a spontaneous demonstration of singing and dancing to a variety of ethnic music.

One hundred and fifty-one international students and staff members participated in the Wisconsin-Iowa CASS/ Nicaraguan Project Leadership Conference in Madison, Wisconsin, held March 28 and 29. Excellent student-led groups focused on topics such as Assertiveness, Goal Setting, and Grab the Gusto. Schools participating included Northcentral, Waukesha and Fox Valley Technical Colleges, UW-Richland Center and Marinette, Scott and Kirkwood Community Colleges. Students were responsible for preparing and directing the conference sessions.

Potpourri

C.O.D. To Host Asian Festival

"Asian Festival," which celebrates the cultural heritages of India, Korea, China and other nations, was held at College of DuPage May 4 to 6. Festival events included performances of classic Chinese dance, Korean folk dance, Filipino folk dance, Balinese dance, Japanese music and Indian classical dance. Other events were film showings (Akira Kurosawa's Irkiru and Satyajit Ray's World of Apu), lectures on culture, geography and history, art exhibits, costume shows and booths that serve the foods of Thailand, India, China, Korea and Japan.

Special guest artists, as well as faculty members from College of DuPage and other colleges and universities, led the many activities and demonstrations.

Also, Shuby Dewan of the India Broadcasting Corporation and a part-time faculty member at College of DuPage discussed the Satyajit Ray film; Richard Coller, Professor of Art and Director of the Center for Burma Studies, Northern Illinois University, spoke on "Recent Investigations in the Art of Burma;" Chikako Kumamoto, Assistant Professor, English, College of DuPage, spoke on "Japanese Esthetics: A Brush with the Heart of Japan;" and Yen-Ju Lee, postdoctoral fellow, Population Research Center, University of Chicago, spoke on "The Contemporary Economy and Family."

The event was conceived by an "Asian Festival" committee at College of DuPage, which lists among its goals the effort to recognize the social, political, economic and technological changes that are bringing the United States and these nations together.

College of DuPage is located at 22nd Street and Lambert Road, Glen Ellyn. For detailed information about these and the many other scheduled events in "Asian Festival," call the Instruction & International Education Office at (708) 858-2800, ext. 3078.

International Programs Office at Tidewater

Tidewater Community College announced the opening of its Office of International Programs on January 1. The office will coordinate all the college's international education activities. Mary Ruth Clowdsley will serve as coordinator. The mailing address is: Office of International Programs, State Route 135, Portsmouth, VA 23703, Phone: (804) 484-2121 ext-479, FAX: (804) 483-5153

India Foundation Recognizes Sinclair

Ambassador Hussain (right) presents award to President Ponitz

Sinclair Community College and President David H. Ponitz were recently honored by the India Foundation for "their outstanding contributions to India." The Honorable Abid Hussain, India's Ambassador to the U.S., presented the award to Dr. Ponitz "in recognition of his leadership in initiating projects between U.S. community colleges and Indian polytechnic institutes."

ESL at FCCJ

The ESL program at Florida Community College at Jacksonville has grown to over 2000 students from 75 different countries in the last three years.

CCID Approves Seven New Affiliates

The Board of Directors of Community Colleges for International Development approved seven new CCID Affiliates at the Board Meetings in February and April 1992. They are: Central Florida Community College, Ocala, Florida; Illinois Eastern Community College District, Olney, Illnois; North Hennipin Community College, Brooklyn Park, Maine; Pasadena City College, Pasadena, California; Utah Valley Community College, Oren, Utah; New Mexico State University, Carlsbad, New Mexico; and University of Hawaii Community Colleges, Honolulu, Hawaii.

This brings the total membership of the Consortium to 18 members and 32 affiliates. The addition of these Affiliates provides additional strength to the Consortium, both in the depth of its resource base, and in the geographical and program diversity of its membership. The Board is pleased to welcome these colleges to CCID.

Lecture Abroad

Anthony Digenakis, Assistant to the President for Technical Services and International Program Director, Delaware Technical & Community College, was invited to address the annual Internationalt Uddannelsescenter (IUC-Europe) meeting in Svenborg, Denmark.

IUC is an emerging nonprofit organization specializing in student and faculty educational and cultural programs between U.S. and European schools and colleges. Mr. Digenakis addressed the Board of Directors of IUC and a large group of Scandinavian, Western and Eastern European educators on specialized training and industry-specific training in Delaware and across the U.S. There was a lot of interest in these contractual programs by the Europeans, who do not use this concept.

As a result of this meeting, Delaware Tech made valuable contacts which may lead to projects in Eastern Europe.

ACCT/CCID Publication

The Association of Community College Trustees (ACCT) and CCID will publish a monograph on international education and the community college. The monograph is written by Maxwell C. King and Seymour H. Fersh and surveys the development of international/intercultural education in community colleges. It also considers implications, describes implementations, and provides a reference to sources and resources. ACCT and CCID will distribute copies to each of their colleges.

The monograph entitled, "Integrating the International/Intercultural Dimension in the Community College," will be published in July 1992. Copies will be available for sale after August 1 from the Office of the Executive Director, CCID.

LACCD International Faculty and Administrator's Seminars

The Los Angeles Community College District presents the 1992-1993 International Faculty and Administrator Seminars Program. The first seminar is a two-week study/tour in Siberia, is scheduled for July 12 - 26, 1992. The price of $3039 includes international transportation from San Francisco, all domestic travel while in Siberia, meals, lodgings and touring. All higher education faculty and administration are welcome to attend.

For additional information contact: Dr. Rosalind Raby at The Institute for International Programs, (213) 666-4290 or FAX (213) 666-4219.

(From the Executive Director ... continued from page 1)

professional program on international education. This will include plenary presentations by representatives from the Organization of American States, the Association of Canadian Community Colleges, and the Center for Education and Training for Employment at Ohio State University. Small group sessions will feature exemplary international education programs, with emphasis on Canadian colleges. Michael Hatton of Humber College is our conference coordinator. Conference information will be distributed by mid-May. I hope to see you there.

Published by
Sinclair Community College
Dr. David H. Ponitz, President

EDITORS
Robert Keener
Gary Mitchner

Clerical Assistance
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Typesetting & Page Makeup
Sue McAlister

Design
Char McNamara

Printed by
Sinclair Community College
Applied Arts Department

Sinclair Community College
444 West Third Street
Dayton, OH 45402

Community Colleges for International Development

Non Profit
Organization
U.S. Postage
PAID
Dayton, Ohio
Permit No. 149

PART II: INTERNATIONAL/INTERCULTURAL EDUCATION AT COLLEGE OF DUPAGE

The College of DuPage received a grant, for the years 1990-1992, from the U. S. Department of Education "to plan, develop, and carry out programs to strengthen and improve undergraduate instruction in international studies and foreign languages." In the pages that follow there are four references to the DuPage grant: a copy of the original proposal, a copy of the proposal for a continuing one-year grant (possible under the provisions of the original grant), a copy of the external evaluator's report for the approved, two-year project, and a section which lists and provides excerpts from the 22 instructional modules and courses developed by DuPage faculty who participated in the grant. Some faculty produced multiple modules.

DuPage's proposals included not only provisions for curriculum improvements; they also implemented a "course of action that calls for faculty development workshops, resource collection, and community education to increase the international and intercultural understanding of its faculty, students, and community." The report of the grant's external evaluator commended DuPage: "The College has done more to ensure the continuing internationalization of the curriculum than most colleges....The Title VI project has provided an important and successful focus to this already well-established commitment....DuPage is poised to become a national leader in international education."

The section on pages 227-300 report on instructional modules and courses created and developed as part of the Grant. It was not possible to include here the complete material but the individual excerpts will provide an introduction to the subject and pedagogy. Most of the modules include bibliographies and detailed teaching units. The total number of pages for the modules is referenced at the end of the title.

1. Grant Proposal Funded by the U.S. Department of Education

COLLEGE OF DUPAGE

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE PROGRAM

ABSTRACT

College of DuPage is seeking grant support in the amount of $68,423 in FY 1990-91 and $65,313 in FY 1991-92 to continue efforts to infuse international and intercultural dimensions into its curriculum and programs.

The College's commitment to this endeavor is evidenced in a 1988 Statement on the Future of the College and in its annual Statement of Goals. Both address the institution's recognition of the need to better prepare its students to become citizens of the world community.

Significant progress has already been made. An International Studies Committee has proposed the internationalization of the curriculum, an International Studies Coordinator has been hired, affiliations have been established with various international and intercultural consortia or associations, and the College is actively involved in several study abroad and faculty and student exchange programs.

Funding of this proposal will provide support for faculty workshops, curriculum development, expansion of the foreign language program, resource acquisition and community education. Expected results include the creation or revision of courses, the development of two new programs of study, the addition of several new foreign language programs and a significant addition to the College's international and intercultural resource collection. This program will benefit our faculty, students and community. All will have increased exposure to international and intercultural information and perspectives.

College of DuPage has made a commitment of more than $167,000 to the support of this proposal. Funding of this proposal ensures that the College is able to accomplish its goal to internationalize its curriculum and programs.

COLLEGE OF DUPAGE

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE PROGRAM

INSTITUTIONAL PROFILE

College of DuPage is a public community college in Glen Ellyn, Illinois. Located on the western edge of the Chicago metropolitan area, it is the fourth largest community college in the nation. The College enrolls more than thirty thousand students each term. Eighty-five percent of its associate degree students transfer to other colleges and universities to complete baccalaureate degrees.

College of DuPage has experienced remarkable growth in the two decades since its founding in 1967. It serves as a valuable resource to one of the most rapidly developing areas in the country. College of DuPage is ranked among the leading educational institutions in the country. In 1987, based on its innovative programming and outstanding leadership, the College was selected as one of the twenty outstanding colleges and universities in the nation.

PROBLEM STATEMENT

In 1979, the Commission of Foreign Languages and International Studies reported that "A serious deterioration in this country's language and research capacity has occurred. Nothing less is at issue than the nation's security...Our schools graduate a majority of students whose knowledge stops at the American shoreline, whose approach to international affairs is provincial, and whose heads have been filled with astonishing misinformation."

Concerning community colleges, the Commission urged that these institutions "have a central role" in the Commission's charge to recommend ways to extend knowledge of other citizens to the population base. The Commission went on to recommend:

> A special effort should be mounted in community colleges. They enroll close to half of all undergraduates but only a small fraction take courses in foreign languages or international studies. The community colleges have recently become far more active in international programs, especially in exchanges and technical assistance. To strengthen international studies in the curricula, however, community college faculty members need more in-service education opportunities, especially because most were hired at a time when few colleges had the international studies commitment that many have since developed.
>
> Given the commitment of community colleges to citizen education, they should receive special attention in expanded international education efforts to reach all citizens.

Little measurable progress has been made in the decade since this report was issued. One needs only to search recent coverage by the popular press to develop an appreciation for how critical this problem has become. A lack of understanding of those things international pervades the American society.

The American Association of Community and Junior Colleges in a 1988 report, **Building Communities - A Vision for a New Century**, by its Commission on the Future of Community Colleges recommended that a goal of each community college should be to increase international awareness on campus and in the surrounding community, not only through the general education curriculum, but also through lectures, business seminars, and, when appropriate, international exchanges.

This recommendation by AACJC was prompted, in part, by a growing realization that community colleges have evolved from serving not only their immediate community but also the world community. In fact, the world community increasingly turns to the community college for educational assistance and training. For many community colleges, international education is no longer optional; it must be an integral part of their futures. If community colleges are to meet their educational responsibilities, they must increasingly contribute to global understanding as well as to their local states and communities.

COLLEGE OF DUPAGE - NEEDS ASSESSMENT

The concerns outlined in the proceeding section are of no less an issue at College of DuPage than at many other colleges or universities across the nation. However, there are several local factors which significantly affect both the College's need as well as its ability to swiftly put into place the personnel and programs necessary to become fully internationalized.

DuPage County, the primary service area for the College, is the nation's single most rapidly developing region outside of the southern sunbelt. The region's population has doubled during the past twenty years and it is expected to nearly match that rate of growth in the decade ahead. A portion of this growth can be attributed to large numbers of foreign born individuals, many of whom are legalized aliens, attracted to the area because of its accessibility to Chicago and its opportunities for employment.

The single most significant factor affecting the area's population boom has been its outstanding growth as a center for research and technology. Dozens of multi-national corporations have established regional and national operations in the area. As the only public post-secondary institution in DuPage County, College of DuPage is a primary source of employees for many of these firms. It is critical that the College's curriculum expose its students to international and intercultural education so that they are better prepared to meet the demands of their employers.

The College's enrollment growth has far exceeded the pace of population growth within its district. The 1969 enrollment of approximately two thousand students has grown to more than thirty-two thousand in 1989. In fact, the College's enrollment has increased at rates exceeding ten percent each of the past three years. Given this record growth and the likelihood that it will continue into the future, the College is being forced to stretch its limited resources to ensure that essential programs and services can be maintained.

COMMITMENT TO INTERNATIONAL STUDIES

In the early 1980s, a group of College of DuPage faculty members formed an International Studies Committee. The Committee's first efforts resulted in a cataloging of existing courses that were related to international studies and programs.

A growing awareness of the importance of global education prompted a Faculty Senate Degree Requirement Committee to investigate a change in general education degree requirements for all Associate degree candidates. In 1985, upon the recommendation of this committee, the Colleges' Board of Trustees adopted a requirement for three credit hours in international studies as a minimum requirement for graduation (Appendix A).

The College has approximately twenty-five hundred students currently enrolled in classes in five modern foreign languages (French, German, Italian, Spanish and Russian). The College is currently developing courses to support a Japanese language curriculum. The first Japanese courses will be introduced in the fall of 1990. In addition to these credit offerings, non-credit conversational courses in other languages are occasionally offered as part of the College's community education effort.

Students have a variety of opportunities each year to participate in Study Abroad Programs. In 1986, the College was a leader in founding the Illinois Consortium for International Studies and Programs (ICISP). This Consortium has established study programs in England, Austria and Scotland. These programs provide opportunities for both students and faculty to participate in the programs.

In addition, the College has sponsored study-travel programs to Australia, Canada, China, Costa Rica, Egypt, England, France, Germany, India, Kenya, Mexico, Nepal, Spain, and Yugoslavia, among others. Many of these courses have been offered to the general community as well as the College's student body.

Examples of professional development opportunities at the College have included:

(1) several faculty members have taught at the London and Scotland study centers in conjunction with ICISP;

(2) members of the Board of Trustees have travelled with Field Experience study programs;

(3) in 1988, a geography professor was awarded a Fulbright Scholarship to study in Pakistan for the summer;

(4) in 1981, the College's President, Dr. H.D. McAninch, visited Taiwan as part of an AACJC exchange;

(5) a Fulbright Scholar-in-Residence, Dr. Joji Asahi from Japan, spent 1987 at the College;

(6) in 1988, Dr. H.D. McAninch was a member of a Fulbright Summer Exchange Program in the South Pacific;

(7) the College hosted a touring group of South Pacific educators in April of 1988, and,

(8) the College is hosting a 1989 Fulbright Scholar-in-Residence from Costa Rica, Guillermo Barquero.

An International Students' Organization provides a forum for the College's more than one thousand foreign born international students and its native students to interact. It sponsors an annual International Week in addition to other general campus programming. These efforts enable students and other community members to experience the cultural richness which the international segment of the College's population has to offer.

Given expressions of interest by the faculty and encouragement from the administration and the Board of Trustees, the International Studies Committee has proposed:

(1) the globalization of the curriculum;

(2) the joining of national consortia for the purpose of learning, sharing, developing and furthering international education;

(3) the development of a resource center in international education;

(4) the formal development of a program of concentration in international studies, defined as a two-year course of study leading to an associate degree, and

(5) the appointment of a full-time coordinator for international studies.

The College acted on this last recommendation with the 1988 hiring of Mr. David Sam as full-time International Studies Coordinator. Mr. Sam reports to the Executive Dean of Instruction. This relationship ensures that international curricular development is consistent with institutional goals and reaffirms the College's commitment to this endeavor.

College of DuPage holds memberships in the following international or intercultural consortia or associations:

(1) Illinois Consortium for International Studies and Programs;

(2) International - Intercultural Consortium of the American Association of Community and Junior Colleges;

(3) Community Colleges for International Development;

(4) College Consortium for International Studies, and,

(5) National Association for Foreign Student Affairs.

In 1988, a Futures Committee, comprised of representatives of all the College's internal and external constituents, was formed and charged with developing a plan for the College's future. As a result of this year-long study, the College's Board of Trustees adopted the committee's report **Toward the 21st Century: A Vision For College of DuPage** (Appendix B). Foremost among the report's ten recommendations was the following statement:

> **"To progress from vision to reality, College of DuPage must, within the limitations of its resources, offer educational opportunities which provide information and skills essential for meeting the diverse needs of living in the global community of the 21st century."**

College of DuPage has taken significant initial strides to internationalize its community and is committed to continue these efforts into the future. Evidence of its intention can be found in the distinctly international dimension in its current statement of goals. (Appendix C)

FIVE-YEAR GOAL

-College of DuPage should assist students to become effectively interdependent, achieve self-direction, and develop an appreciation for the role of society in the global community.

ONE-YEAR GOALS

-College of DuPage will assist students to become aware of human interdependence in a global community while working to achieve self-direction.

-College of DuPage will internationalize the core curriculum.

College of DuPage is committed to internationalizing its curriculum and programs. It has in place critical aspects of this process: an International Studies Coordinator has been hired; the International Studies Committee has provided input to all aspects of the development of this grant project; an International Students' Organization exists to provide support and advice on program. Curriculum development consortia and other international linkages have been formed from which to draw direction and consultation.

Perhaps of greatest importance, the College has the support of faculty, all levels of the administration and the Board of Trustees in its efforts to internationalize its programs.

The College is on the threshold of introducing bolder initiatives with a greater international and intercultural focus. These plans require a substantial commitment of resources - both human and financial. This proposal requests $68,423 in the first year and $65,313 the second year to provide the financial support to initiate the plans which it outlines. The College has committed to $167,227 of in-kind and cash match for the two years of this project. It will continue the support of international activities beyond the life of the grant.

SPECIFIC NEED FOR ASSISTANCE

College of DuPage is committed to the internationalization of its core curriculum, as outlined in its 1990 statement of goals. In addition, the International Studies Committee has recommended the general globalization of the entire curriculum. There exists a critical need to offer faculty training workshops to assist them to develop the kinds of curricular materials essential to this process. The addition of the International Studies graduation requirement for all Associate degree candidates also requires that new courses be developed and existing courses revised so that students have opportunities to satisfy this requirement. There is a need to develop expertise in major non-western world areas to serve as resources for faculty as they develop new courses, revise existing ones, or develop technical education modules with global concepts.

The College currently offers five modern foreign languages (French, German, Italian, Spanish and Russian). These courses are at maximum enrollment. Given the burgeoning enrollment growth at the College, it is necessary to develop alternative delivery methods for foreign language instruction so that all students interested in enrolling in language courses have an opportunity for access into them.

There is also a growing demand for courses in other foreign languages particularly those that area employers require to effectively conduct their business in the international marketplace (ie. Chinese, Japanese, Arabic). In addition, given the heavy concentration of people from India in DuPage County, there is a demand for the teaching of Hindi so that American born children of Indians can learn the language and culture of their parents.

There exists a need to provide opportunities for the general public to increase its knowledge of the diverse cultures and peoples of the world. For many of the area's residents, particularly the elderly on fixed incomes and the less affluent, programs offered by the College are their only opportunities (other than television) for international and intercultural experiences.

The College has a modest collection of library resource materials that is international or intercultural in scope, additional resources are needed to support the intensive globalization of the curriculum that is now underway. Library and audio-visual resources must be added to assist the faculty with this process and to serve as learning resources for students.

OBJECTIVES

The following objectives have been identified by the International Studies Committee as those most critical to the process of globalizing the College's curriculum and programs. The College plans to meet these objectives within the two years of this grant.

(1) To develop a minimum of five new courses with international or intercultural dimensions.

(2) To revise a minimum of ten existing courses to include or expand their international or intercultural dimensions.

(3) To develop a minimum of ten modules with international or intercultural dimensions that have potential for interchangeable use in a variety of courses.

(4) To offer at least four faculty development or curriculum development workshops to assist faculty in the globalization process by bringing in experts for various world areas (Africa, Asia, Latin America, Middle East).

(5) To increase foreign language instruction capability by acquiring language tapes and textual materials for auto-tutorial instruction in the College's learning laboratories from the National Association of Self-Instructional Language Programs (NASILP).

(6) To acquire the microfilm edition of the Human Relations Area Files which contain major descriptions of approximately four hundred different societies and cultures. Half of this material will be purchased in each of the two years of the project.

(7) To acquire other international and intercultural resource material (print and audio-visual) which can be placed in the College's Learning Resource Center for use by faculty and students.

(8) To secure the services of consultants with expertise in major world areas to serve as resource people for faculty members implementing the grant objectives of course development and revision and module development.

(9) To offer at least one non-credit international or intercultural course each year under the auspices of the community education.

(10) To compile and distribute to AACJC International Education Consortium members and to other appropriate places a volume entitled, "The Community College and International Education: A Report of Progress, Volume III." Volume I and Volume II were developed by previous Title VI-A grant projects.

PLAN OF OPERATION

College of DuPage will embark on a course of action that calls for faculty development workshops, curriculum development activities, foreign language expansion, resource collection and community education in order to increase the international and intercultural understanding of its faculty, students and community.

Completion of the following specific activities will stand as evidence that reasonable progress has been made toward satisfying the project's objectives as outlined on pages 11-12 of this proposal.

PLAN FOR YEAR ONE - 1990 - 1991

1. FACULTY DEVELOPMENT

Two general in-service workshops will be held during the first year of the project, one in the fall quarter and one in the winter quarter. Faculty from all divisions will participate in the workshops.

The fall workshop will be entitled "Teaching Ideas About Other Cultures," and will be conducted by Dr. Seymour Fersh and Dr. Marvin Harris.

Dr. Fersh is the Coordinator of Curriculum Development and Special Projects at Brevard Community College in Florida. Dr. Fersh was a Fulbright Scholar in India in 1957, was the Education Director for the Asia Society for thirteen years and served four years as Director of International Services for the American Association of Community and Junior Colleges.

Dr. Harris is a Professor of Anthropology at the University of Florida and formally of Columbia University. He is considered by many to be the preeminent anthropological and social science theorist in the nation. He has done extensive field work in Mozambique, India, Brazil, and Equador. He has written extensively on these areas.

The winter workshop will be used to train faculty members on applications of the Human Relations Area File for their own use and use by students. This workshop will be conducted by Dr. Melvin Ember, President of the Human Relations Area Files.

These two workshops will increase the faculty's awareness and knowledge of international issues and will provide a basis for a general understanding of the importance of integrating international and intercultural material into their teaching.

In addition to the two workshops, project personnel will schedule visits with other consultants for faculty in the most efficient and beneficial manner possible. It is expected that consultants will be invited to the College for at least two sessions during the first year of the project. The consultants will provide assistance to the faculty members working on curriculum materials and will help to evaluate the completed materials.

The College is fortunate that its geographic proximity to Chicago places it within easy access to some of the nation's leading experts on other cultures and international issues. As appropriate, efforts will be made to bring both curriculum development and content specialists from within the Chicago area to the College for consultation with faculty members.

Project faculty and staff members will be assisted by members of the College's academic administrative personnel as they proceed with the objectives relating to the curriculum. The Provost, the Academic Deans, the Dean of the Learning Resources Center, and the Director of Instruction Design will all provide assistance as required to complete the project.

2. CURRICULUM DEVELOPMENT

The Travel and Tourism Program in the Division of Business and Services will undergo major programmatic changes throughout the duration of this project. The following two new courses will be developed in the first year of the project.

1. Development of Import - Export Partnerships
2. Identifying Export Opportunities

These two courses will be added to the curriculum for the 1992 - 1993 academic year, the second year of the project.

In addition, four existing courses from the related Transportation/Traffic and Physical Distribution Program will be revised to include aspects of international trade. This process will begin during the first year of the project and will continue, as necessary, into the second year. The courses planned for revision include:

1. Transportation 105 - Principles of Transportation
2. Transportation 217 - Import - Export Traffic Management

3. Transportation 218 - Advanced Import/Export Management
4. Transportation 221 - International Trade - Cultural Differences

The end result of the efforts to develop these new courses and revise existing ones will be the development of a new International Trade and Tourism Program. Approximately six thousand students now enroll in either the Travel and Tourism or the Transportation/Traffic and Physical Distribution programs. The creation of this new program is expected to benefit many of these students.

Although the College does not have an International Business Program leading to the Associates degree, more than nine thousand students enroll in many of the business courses that are appropriate for such a program. One additional new course, International Business, will be developed in the first year of the project. Concurrently, related courses which already exist will be reviewed to determine the appropriateness of grouping them into a formal program of study in International Business. It is expected to take both years of the grant to complete the review and approval process for this program.

Five other existing courses will be selected for revision and addition of new content which will focus on different global perspectives. The courses which will be reviewed for possible revision are listed below. Additional courses may be considered while the review process is underway.

1. English 101 - Composition
2. English 102 - Composition

3. English 103 - Composition
4. Sociology 120 - Sociology of Sex, Gender and Power
5. Sociology 210 - Issues of Contemporary Society
6. Economics 201 - Principles of Economics I
7. Economics 202 - Principles of Economics II
8. Political Science 101 - American Politics

Three of these revised courses will be available by the spring quarter of the first year of the grant. The other two courses will be readied for addition to the curriculum by the fall quarter of 1992 at the beginning of the second year of the grant.

Six international or intercultural curriculum modules will be developed during the first year of the grant. These modules will focus on varying aspects of the global community and will be prepared in such a manner that they will be adaptable for use in multiple courses. Additional module topics will be identified during the planning process. Examples of module topics include:

1. International Dimensions of Health Care -
2. Surviving American Society (for International Students)
3. Culture and Personality
4. Cultural Patterns in Education
5. Multi-Cultural Educational Systems
6. Attitudes of Criminal Justice Systems

In addition to the various faculty members who will be involved in the curriculum development activities of this project, various members of the College's academic administration and academic committees will assist with the processes necessary to approve the addition of new courses to the curriculum.

Faculty members involved in the creation or revision of courses and the development of modules in the first year of the project will act as mentors for those who succeed them. After instituting the changes proposed during the grant period, these faculty members will act as curriculum discipline specialists for others once the grant has expired. They will be encouraged to conduct discipline specific workshops (ie. English Composition grant faculty for other English Composition faculty) as part of annual faculty in-service days or other curriculum development programs. Other faculty participants will be selected as the grant period progresses.

3. FOREIGN LANGUAGE EXPANSION

Increased capability in foreign language instruction will be accomplished in cooperation with the National Association of Self-Instructional Language Programs (NASILP). NASILP is an association that promotes self-instruction according to a recommended fixed format. Its purpose is to enable small numbers of students to pursue an elementary program in a language in which they have an interest at a school which does not offer regular instruction in that language. The program has a high degree of flexibility and the languages offered at any institution can vary from year to year depending upon the demand.

The general organization of NASILP calls for a coordinator, a native speaker of the language, one or more students, an examiner, a textbook, accompanying tapes and tape recorders.

Coordinators are usually faculty members - more specifically, linguists or language teachers at the institution where the language is being offered. The coordinator screens students, locates native speakers, provides orientation for all participants, and handles administrative responsibilities relating to the program.

The native speaker meets with students for two or three hours a week to drill on the language material that the students have been studying on tape. Specifically the native speaker is not intended to be a trained teacher, but rather a resource person who will reinforce and personalize the taped material. International students at the College or individuals from the area will serve in this capacity.

NASILP requires that the students be highly motivated. They must be capable of working independently without the assistance of a trained instructor. While a program can be offered for one student at a time, it is more economical when four or five students can work together. They also benefit from mutual support and tutoring as they study the language.

At the end of each term, students are rated by a visiting examiner who is a teacher of the target language at an accredited institution. Examinations are administered individually and the examiner's rating is the student's earned grade. This system of examination guarantees the maintenance of NASILP standards. College of DuPage will adhere strictly to the procedures which have been established.

The textbooks have accompanying tape recordings which together cover essentially all the foreign language material.

The Secretariat of NASILP also maintains a tape library of the recordings that accompany the recommended texts. Copies are provided for member institutions at reduced prices. Tapes will be made available to students according to established College procedures. Students may be allowed to use the tapes in the Learning Lab, borrow them from the Learning Resource Center for their home use, or purchase them, at cost, from the College bookstore. The program will maintain several cassette recorders for use by the students.

Dr. John Means, Editor of NASILP Bulletin, Executive Secretary of NASILP, and Professor of Modern Languages at Temple University, will visit the College in the fall of 1990 to introduce the program.

During the first year of the project, the College will make available language instruction in Japanese and Arabic. These courses will be offered to the general community as well as students. These two languages have been identified as particularly relevant to the area's business community. These will be the first non-western languages taught at the College and will complement the other new and revised courses that will result from this project.

4. RESOURCE COLLECTION

The College will purchase half of the Human Relations Area Files during the fall of 1990, in the first year of the project. These files contain descriptive information of approximately four hundred different world societies and cultures.

The Project Director will work with the Dean of the Learning Resources Center to acquire this resource material. They will be placed in the Learning Resources Center and will serve as the foundation of the Center's international and intercultural collection. Faculty, students and community borrowers will have ready access to these materials by use of micro fiche readers/printer which the College will purchase for this purpose. The acquisition of these materials will be widely announced both on and off campus.

As described in the Faculty Development section on page 13, an introduction to the use of the Human Relation Area Files will be the focus of one of the faculty workshops during the first year of the grant.

The College will also acquire films, video cassettes and other audio visual materials which have an international or intercultural focus during the first year of the grant. Films on each of the following world areas will be obtained: Africa; Asia; Middle East; Latin America; South America, as well as one about the North American Indian. These resource materials will also be placed in the Learning Resource Center for general access.

5. COMMUNITY EDUCATION

The College will offer at least one non-credit course each term during the first year, and all subsequent years, of the project. They will be planned and offered under the auspices of the College's community education efforts.

PLAN FOR YEAR TWO - 1991 - 1992

The second year of the project will continue the efforts to globalize the College of DuPage curriculum and programs which were initiated during the proceeding year.

1. FACULTY DEVELOPMENT

Two in-service workshops will be held during the second year of the project, one in the fall quarter and one in the spring quarter. The fall workshop will provide faculty members, involved in curriculum development activities during the first year, an opportunity to demonstrate new techniques and to showcase new international or intercultural modules and courses. This workshop will be used to introduce additional faculty members to the project and to begin the next phase of curriculum development activity. In particular, it will provide an opportunity for assessment of first year progress, review of project goals and, if necessary, redirection of project activity. The Project Director and Associate Director will determine if involvement of external consultants is necessary.

The primary purpose of the spring workshop will be evaluation. The external evaluator will conduct the workshop in conjunction with the Project Director and Associate Director. This workshop will provide a summative evaluation of progress toward all objectives, as described in the evaluation section on page 32.

2. CURRICULUM DEVELOPMENT

At least three additional courses will be developed and added to the curriculum during the second year of the project. Five additional courses will be revised during the second year of the project and will be fully integrated into the curriculum. Four additional international or intercultural modules will be developed and added to the curriculum by the end of the project year.

3. FOREIGN LANGUAGE EXPANSION

The NASILP program will be continued during the second year. Efforts to increase student enrollment will be undertaken. It is expected that Hindi and Chinese will be offered during the second year.

4. RESOURCE COLLECTION

The second half of the Human Relations Area File will be purchased during the second year. In addition, the Project Director and Associate Project Directors will survey the faculty to identify other print and audio visual resources that can assist the curriculum development and instructional processes.

5. COMMUNITY EDUCATION

Additional international and intercultural non-credit courses will be offered to the general community. The Project Director and Associate Project Directors will seek opportunities to coordinate other community education programs with the International Students' Organization, including: public seminars; symposia; international dinners, and other special programs during the second year of the project. Project faculty members also will be encouraged to participate in curriculum development and inservice education programs for teachers in the local K-12 school districts.

EXPECTED RESULTS

Satisfactory completion of this grant project will enable College of DuPage to make significant progress toward its goal to internationalize its core curriculum and programs. The addition of five new courses with international or intercultural dimensions, the revision of ten existing courses and the development of at least ten curriculum modules within the two years of this grant project will establish the foundation necessary to carry on with these changes beyond the life of the grant.

These courses will enable students to complete the required international studies degree requirement. All Associate degree students (Associate in Arts, Associate in Sciences, Associate in Applied Sciences and Associate in General Studies) at the College will have their education impacted by this international studies degree requirement. The availability of international or intercultural modules for insertion in other courses will also expand the likelihood that students will broaden their exposure to these matters.

In addition to the subject specific course development or revision, this project will enable the College to offer new degree programs in International Trade and Tourism and International Business. These programs represent two of the largest bodies of course enrollment at the College. More than fifteen thousand students will be directly affected by these programs.

Although curriculum development is an important and visible activity, it is expected that benefits resulting from the combination of faculty development activities, consultant support, and the acquisition of new resources also will have long lasting impact.

Faculty members who participate in faculty workshops will have an opportunity to be exposed to the knowledge and experiences of recognized consultants in the field of international studies. These consultants will provide practical and applicable training on how to develop and integrate international or intercultural material into the curriculum and they will critique these materials while they are under development.

These participating faculty members will become the local experts for their colleagues. They will be able to serve as mentors to new faculty and others in the future as the College continues its efforts to become fully internationalized. Furthermore, project faculty will be encouraged to develop and present workshop materials for the area's K-12 teachers.

These efforts could not take place without the acquisition of new resources. The College's existing collection of international and intercultural resources is appropriate for its current level of activity in the field. However, increased emphasis across the college community requires the availability of a much stronger collection. The addition of the Human Relations Area Files and other new print and audio visual materials will be valuable to both faculty and students as well as the areas's business community and public school teachers.

Adoption of the National Association of Self-Instructional Language Programs will enable the College to increase its foreign language course offerings. In particular, students will benefit from access to some of those less traditional languages which are becoming more prevalent. The area's business community will also share in this benefit. Employers will be able to refer employees to the College for language training required for their work.

As with other community colleges, College of DuPage serves as a resource to a large community. The addition of community education programs which have an international emphasis, including non-credit courses, will improve the College's service to the community.

As mentioned on page 6, the International Studies Committee has proposed the formal development of a program of concentration in international studies, defined as a two-year course of study leading to an associate degree. The activities of this grant will help the College to determine a course of action on this proposal, and if appropriate, provide the framework to discuss its articulation with the four-year colleges and universities in the area.

PROJECT PERSONNEL

Mr. Richard W. Wood, Executive Dean of Instruction, will serve as the Project Director (Vitae, Appendix D). He is expected to commit at least fifteen percent of his time to the project. Mr. Wood will supervise the total project, monitor the budget, manage the curricular revisions which result from the activities of this grant project, and coordinate the project's evaluation.

Mr. Wood has been selected to direct this project because the Academic Deans report to him in his capacity as Executive Dean of Instruction. As the chairman of the College's Curriculum Committee, Mr. Wood oversees the curriculum development and approval process which is integral to the success of this project.

Mr. Wood brings a diverse background of international experiences to the project. He was the first chairman of the International Studies Committee, the College's representative in the founding of the Illinois Consortium of International Studies and Programs and has helped to develop the consortium's study abroad programs in Salzberg, Austria and in London and Cantebury, England. He is currently serving as the stateside coordinator for an administrative exchange program between British and American colleges. Mr. Wood also serves as the College's representative to many of its international consortium and association memberships.

Mr. Wood will have the assistance of two Associate Project Directors, Mr. David Sam and Mr. Richard Furlow. Both will commit at least twenty percent of their time to the support of this project. (Vitaes, Appendix D)

Mr. Sam, was the Associate Director of Business and International Education at Harold Washington College prior to his appointment to the College's new position of International Studies Coordinator. He is a frequent consultant for colleges and universities on topics relating to international education and business. Mr. Sam also serves as the advisor to the College's International Students' Organization. His teaching has included classes on international relations and business, non-western politics and introduction to global issues.

Mr. Furlow, Associate Dean of Social and Behavioral Sciences, served as the Project Director of a Title VI- A - Internationalizing the Undergraduate Curriculum grant while the Director of Staff and Program Development at Broward Community College. He was a member of a faculty team which participated in a Fulbright Group Projects Abroad to India in 1986.

Mr. Furlow has worked extensively with the Human Relations Area Files and was a Social Science Analyst at the National Institute of Mental Health in its Socio-Environmental Lab. He has had extensive teaching experience at the university and community college level and has done field research in Chihuahua and Yucatan.

He has been the recipient of several research grants and has written several papers on the instruction of anthropology in community colleges, international education, and co-authored a book with E.I. Montgomery on the Mexican middle class. Mr. Furlow has been the President of the Society for Anthropology in Community Colleges and chair of an advisory panel to the American Anthropology Association Concerning Community College Anthropology.

The Associate Project Directors will assist the Project Director to manage specific activities of the project. They will coordinate the faculty development programs, assist the curriculum development activities of the academic divisions, identify curriculum development and content specialist consultants, work with the Learning Resources Center and Learning Lab personnel to introduce the Human Relations Area File and the National Association of Self Instructional Language Program, and solicit input on the purchase of international and intercultural resources.

MANAGEMENT PLAN

The Project Director and two Associate Project Directors will function as an executive committee to manage the development of this project. They will have the assistance of an advisory committee comprised of faculty representatives from the International Studies

Committee, academic administrators and representatives of the International Students' Organization.

Faculty members with responsibility for the development of new courses will be given five quarter hours of release time for the overload required to develop the new course. Faculty members assigned to revise course will be paid two quarter hours of release time and faculty assigned to develop new modules will be paid one quarter hour of release time for each module.

All participating faculty members will be encouraged to attend conferences relating to international studies.

Because of the nature of the project, all project personnel, with the exception of a project secretary are currently employed at College of DuPage. A one-half time secretarial position will be added to handle the clerical responsibilities associated with this project. The individual hired for this position will report directly to the Project Director. Equal opportunity employment practices will be employed in the hiring of the project secretary.

Other College personnel will be involved to varying degrees with this project. The Provost and Deans of all academic divisions will assist with the development or revision of courses and their integration into the curriculum. The Dean of the Learning Resource Center and a member of the Center's Library staff will assist with the selection and addition of materials of international nature to the Center's collection. The Director of the College's Learning Laboratory will integrate the NASILP tapes and materials into the operation of the Learning Lab.

The Director of the Grants Office will conduct quarterly monitoring meetings with project personnel and a grant accountant to ensure that objectives are met, grant funds expended according to policy and that audits are conducted as necessary. This procedure is followed for all of the College's externally funded projects.

ADEQUACY OF RESOURCES

College of DuPage has adequate resources to carry this grant project to a successful completion. This project has the support of the College administration and Board of Trustees and the enthusiastic involvement of the International Studies Committee. The project personnel have the expertise to manage a project of this size.

All other facilities, services and equipment of the College required for the successful implementation of the project will be available. There is adequate space in the Learning Resources Center to accommodate the acquisition of additional materials. Office space, telephone, utilities, and other services necessary to conduct a project of this nature will be donated as in-kind contributions to its operation.

The College has made a commitment to financially support the release time of the Project Director, Associate Project Directors and other key administrators. It will also support, in part, the purchase of the Human Relations Area File, consultant expenses, travel, and equipment. College of DuPage will support additional curriculum changes and special activities after the federal funds have expired.

DISSEMINATION

Periodic reports on the progress and results of the project will be circulated throughout the College in a newsletter which is issued by Coordinator of International Studies (Samples, Appendix E). The Project Director will also prepare an annual report for the President and the Board of Trustees. This report will specifically detail activities of the project which evidence progress toward the institution's one and five-year goals to internationalize its curriculum and programs.

Information concerning the project will also be disseminated to all of the members of the Illinois Consortium for International Studies and Programs. The Project Director and Associate Directors, together with project faculty members, will prepare a conference session for the consortium's annual meeting on international studies.

The Project Director and Associate Directors will attend the annual meeting of AACJC's International-Intercultural Consortium for which they will prepare a session about the grant's activities and results.

The Project Director will also prepare an article for submission to the Community College Journal, published by the American Association of Community and Junior Colleges.

The Project Director will compile and distribute to AACJC's International Consortium members, and other appropriate places, a volume entitled, "The Community College and International Education: A Report of Progress, Volume III. Volume I and Volume II were developed by previous Title VI-A grant projects. This publication will include materials collected from other Title VI-A community college recipients and will provide information on all aspects of developing an international perspective for the curriculum and programs of community colleges.

If funding can be made available, College of DuPage is interested in hosting a national conference for Project Directors, faculty members and administrators from Title VI-A institutions. There now exists a cadre of Title VI-A faculty members, consultants and evaluators at all types and sizes of institutions. As increasing amounts of money are committed to efforts to internationalize the curriculum, there is a significant need to share these resources both with other Title VI-A institutions as well as institutions which might be planning to internationalize. A national conference of this nature would provide a forum to share the resources, materials, ideas, frustrations and successes inherent to this process. This idea has been recommended by directors of currently funded projects.

College of DuPage has the capability to coordinate such a conference through its Conference Planning Service. Its Midwest location and easy access to transportation and hotels makes it an ideal location for people from across the country. The Conference Planning Service's extensive experience coordinating national and regional conferences would be an asset in such an endeavor.

This proposal's budget does not include a request to support this conference. If this proposal is selected for funding, the project staff will initiate discussions with the Department of

Education's Title VI-A personnel about the feasibility of conducting a national conference. A separate, break-even budget would be developed at that time.

EVALUATION

Mr. Wood, the Project Director, will be responsible for coordinating the evaluation. This process will be comprehensive, thorough and consist of three phases:

1. Faculty Workshop Evaluation

At the conclusion of each workshop, the faculty participants will evaluate the purpose, utility and presentation's content for appropriateness and applicability to the local site. This immediate feedback will serve as formative evaluation material and will be utilized in the planning of subsequent workshops.

2. Student Evaluation

A pre and post test survey will be administered to students enrolled in the international or intercultural courses. Students will have an opportunity to evaluate new courses and courses which contain new or revised material or modules.

3. Expert Evaluation

The International Studies Committee will serve as evaluators for the entire project. Dr. Marvin Harris has agreed to serve as an external evaluator for the first year of the proposed program. Dr. Harris will be responsible for evaluating the international or intercultural curriculum changes and all materials developed as a result of this project. As an external evaluator, Dr. Harris will visit the College at the end of year one of the project.

Dr. Harris is a Professor of Anthropology at the University of Florida and Columbia University. He is considered by many to be the preeminent anthropological and social science theorist in the nation. He has done extensive field work in Mozambique, India, Brazil, and Equador. He has written extensively on each of these areas. His broad multi-national expertise will be a valuable contribution to the evaluation process.

Dr. Harris' visit at the end of the first year will provide an opportunity for any mid-program changes. He will have an opportunity to review the progress of the project to date, new or revised curriculum materials, faculty workshop materials and evaluations and student evaluations. This visit will serve as an integral part of the formative evaluation.

At the end of the second year, Dr. William Greene, Director of the International/Intercultural Education Institute at Broward Community College will serve as an opportunity for the summative evaluation. Dr. Greene will review, in total, all new and revised curriculum materials, new resources acquisitions, meet with students (international and native), and interview faculty, in an effort to thoroughly determine satisfactory progress toward completion of the grant project's objectives.

Dr. Greene has been the Executive Project Director for a Title VI - A grant. He is the Executive Director of the Florida Collegiate Consortium of International/Intercultural Education and is a nationally recognized leader in international education.

All evaluation reports prepared as part of this project will be disseminated to the International Studies Committee, the President, and members of his administrative staff. Copies will also be made available to the Department of Education as requested within the Title VI-A guidelines.

2. Grant Proposal Funded for Continuing Support from the U.S. Department of Education

COLLEGE OF DUPAGE

UNDERGRADUATE INTERNATIONAL STUDIES AND FOREIGN LANGUAGE PROGRAM

ABSTRACT

College of DuPage is seeking continuation grant support in the amount of $65,313 in FY 1991 - 92 to continue efforts to infuse international and intercultural dimensions into its curriculum and programs.

The College's commitment to this endeavor is evidenced in a 1988 Statement on the Future of the College, in its annual Statement of Goals, and in its general education requirements. All three address the institution's recognition of the need to better prepare its students to become citizens of the world community.

Significant progress already has been made during the first year of the grant. Funds have been used to begin the process of developing twenty-five international components, including new courses, course revisions, and curriculum modules. The College also has acquired half of the Human Relations Area Files, the cornerstone of an International Education Center for faculty, students, and the community.

Funding of this proposal will provide continuing support for faculty workshops, curriculum development, expansion of the foreign language program, resource acquisition and community education, initiated during the first year of the grant. Expected results will benefit the faculty, students and community. All will have increased exposure to international and intercultural information and perspectives.

College of DuPage has made a commitment of more than $90,000 to the support of this proposal. Funding of this proposal ensures that the College is able to accomplish its goal to internationalize its curriculum and programs.

COLLEGE OF DUPAGE
UNDERGRADUATE INTERNATIONAL AND FOREIGN LANGUAGE PROGRAM

YEAR ONE STATUS REPORT

College of DuPage received funding under the Undergraduate International Studies and Foreign Language Program for the period October 1, 1990 - September 30, 1991 for its project, UNDERGRADUATE INTERNATIONAL AND FOREIGN LANGUAGE PROGRAM. Significant progress has been made during the first year to date in achieving its objectives and in realizing the expected results and benefits of the project. This project is focused to plan, develop, and carry out activities to strengthen and improve the core curriculum in international studies and foreign languages.

Upon receipt of the award, the Project Director and Associate Project Director held two meetings; in July they met with project faculty to explain the project and their role in the grant activities; in August they attended an Executive Dean's meeting for the purpose of advising the College's academic administration of the project and its activities.

News releases describing the project were sent to the local media in October. The College's office of International Education distributed information about the project to all faculty members, administrators, and staff throughout the College and announced the project to other community colleges in the fall issue of the office of International Education's newsletter, "Global News," included in Appendix A.

The American Council on International/Intercultural Education of the American Association of Community and Junior Colleges (AACJC) and member institutions of the Illinois Consortium for International Programs and studies were provided with copies of the project narrative. Additional copies of the narrative have been provided to several colleges and universities who have submitted requests. Richard Furlow, Associate Project Director, gave a presentation on international education which included a section on this project at the American Anthropological Association Conference in New Orleans in November/December, 1990.

The following five sections, which correspond to the five areas of activity outlined in the proposal's plan of operation, summarize accomplishments toward objectives from October 1, 1990 to December 31, 1990 and project results anticipated through the end of the first year.

1. Faculty Development

All project faculty were advised in July that the application for funding had been approved and that the project would commence October 1, 1990. Due to the College's being on the quarter system, project faculty attended their first workshop in October, 1990.

Another orientation meeting was held in December for faculty starting projects during winter quarter. All aspects of the project were discussed, and project faculty were apprised of the uses for the Human Relations Area Files.

Three project faculty, as well as three other College of DuPage faculty members and administrators, attended the Illinois

Consortium for International Studies and Programs third annual conference in Springfield, Illinois in October. The theme of the two-day conference was "Responding to the Growing Challenges: Internationalizing the Community College Before the Next Century."

Three project faculty, as well as Richard Furlow, Associate Project Director, attended the 19th Annual Conference on South Asia at the University of Wisconsin.

Mr. John Ficks, who is revising the Economics 201 course, attended a European Economic Community-sponsored seminar on November 21-18, 1990 in Brussels, Belgium.

Conrad Szuberla, a political science faculty member who will work on global issues, attended a conference on political and economic changes in Eastern Europe in Warsaw, Poland.

Fred Hombach, professor of philosophy, attended a conference in Berlin on German unification.

Attendance at these conferences was supported by College of DuPage.

In addition, project faculty are benefiting from the services of consultants with expertise in international education and curriculum development. Consultants are serving as resource persons and are advising faculty primarily in matters pertaining to non-western areas.

The first visitation by a project consultant to the College occurred October 18-19, 1990 when Dr. Melvin Ember gave a workshop on using the Human Relations Area Files. Dr. Marvin Harris gave a workshop on November 15, 1990 emphasizing human diversity and similarities as ways to internationalize the curriculum. Consultants who have worked with project faculty or have provided materials for faculty use include the following:

1. Dr. Seymour H. Fersh
   Coordinator of Curriculum Development and Special Projects
   Brevard Community College
   Cocoa Beach, Florida
2. Dr. Melvin Ember
   President, Human Relations Area Files, Inc.,
   New Haven, Connecticut.
3. Dr. Marvin Harris
   Professor of Anthropology
   University of Florida, Gainesville and
   Columbia University, New York, New York

In addition, the following consultants will be working with faculty during the remainder of the first year of the project:

4. February 21, 1991
   Susan Calkins
   Director, International Education
   McComb Community College,
   Warren, Michigan
5. March 8, 1990
   Helen Nall, Director, Instruction Education and
   Former Project Director, Title VIA Grant
   John A. Logan Community College
   Carterville, Illinois
6. Subject specific consultants as requested by project faculty

2. Curriculum Development

The major thrust of this project is curriculum development. Guidelines developed for project faculty are included in Appendix B. A total of two new courses of an international nature are being developed during the first year, seven existing courses are being revised to include more international and non-western material, and six modules will be developed. First year projects currently in progress are listed below.

New courses currently under development are:

FACULTY	NEW COURSE	YEAR
1. Jean Ford Woodcock	Identification of Export Opportunities	1990-1991
2. Jean Ford Woodcock	Development of Import-Export Partnerships	1990-1991

Courses under revision are:

FACULTY	COURSE REVISION	QUARTER
John Ficks	Economics 201, Principles of Economics I, will include a new comparative approach.	Winter
Jack Harkins	Sociology 120, Sex, Gender and Power, will include a comparative approach and non-western materials.	Summer
Dean Peterson	Sociology 210, Issues of Contemporary Societies, will include world issues rather than only a U.S. perspective.	Spring
Carol Riphenburg	Political Science 101, American Politics, will show roots of the U.S. political system.	Spring
Tom Montgomery-Fate	English 101/102, Composition, will include a comparative approach stressing ethnic groups located in Chicago.	Winter/ Spring

Four modules currently are under development during the first year of the grant; additional modules are under discussion. They will provide global concepts for students enrolled in Associate in Science and Associate in Arts degree programs or certificate programs.

Modules under development are in the following areas:

MODULE	FACULTY	QUARTER
1. Introduction to Sociology	Peter Klassen	Winter
2. Educating Children in Other Cultures	Ellen C. K. Johnson	Winter
3. Crime, Law and Society	Peter Klassen	Winter
4. Career Decision Making	Ken Harris	Summer

Workshops to disseminate information about the modules to non-project faculty will be given in the Fall of 1991 and Winter of 1992.

International Studies Associate in Arts Concentration

An Associate in Arts concentration in International/Intercultural Education will be available to students by 1991-1992 to enable them to take a series of courses with global dimensions that meet requirements for the Associate in Arts degree. This emphasis resulted from the impetus of the grant; the courses being developed in the grant will be part of this concentration. This concentration will transfer to upper level division institutions and will prepare students to earn a four-year degree in international studies.

Several of the revised courses will be offered during the first year of the grant project. The two new courses being developed during the first year of the grant, "Identification of Export Opportunities" and "Development of Import-Export Partnerships," will be offered during fall quarter of the 1992-1993 academic year.

As a result of the first year of the grant project, six additional courses with international dimensions will be offered to students to supplement those now available to enable students to complete the required three credit hours of course work with an international/intercultural emphasis, thus fulfilling the general education requirement that became effective at the College in the Fall term 1985.

3. Foreign Language Expansion

Increased capability in foreign language instruction is being accomplished through membership in the National Association of Self-Instructed Language Programs (NASILP). NASILP is an association that promotes self-instruction according to a fixed recommended format. Its purpose is to enable small numbers of students to pursue an elementary program in a language in which they have an interest at a school which does not offer regular instruction in that language.

Dr. John Means, Executive Secretary of NASILP, will visit the College in April, 1991 for the purpose of meeting with the College's NASILP coordinator and to conduct an orientation session for interested faculty. Foreign language faculty members and administrators will be invited to attend this session.

During the first year of the project, the College will make available to students and to the community instruction in Hindi and Korean. These two languages have been identified as particularly relevant to the community's Indian and Korean ethnic groups, the largest ethnic groups in DuPage County. Furthermore, since the College of DuPage has applied for funding of a Fulbright-Hayes Group Project to India, this resource will help already interested faculty to be better prepared for that project, if the College is successful in obtaining the grant.

On November 2 and 3, Ron Schiesz, NASLIP Coordinator for the College, attended the 1990 NASLIP Conference in Washington, D. C.

4. Resource Collection: Human Relations Area Files and Audio-Visual/Library Materials

The resource collection at the College is being expanded in two ways: through the acquisition of the Human Relations Area Files and selected audio-visual and library materials. The College has purchased the first-half of the microfiche edition of the Human Relations Area Files, which contains major descriptions of approximately 400 different societies and cultures. This collection has been located in the library and is available for use by project faculty. Information regarding the Files has been circulated to all faculty, and a workshop on their use was conducted on October 18-19, 1990 by Dr. Melvin Ember, President of HRAF. Another workshop will be conducted for year II project faculty and area high school faculty in the Fall of 1991.

Non-project faculty, students and the community will be encouraged to use the Files. Dr. Bernard Fradkin, Dean of the Learning Resources Center, says the College intends to become a model for community colleges in the use of the Human Relations Area Files.

As part of the College's matching contributions, the Learning Resources Center has acquired over $7,000 in films, film strips, tapes and books having international/intercultural content. Project faculty work in conjunction with Diana Fitzwater, International Librarian in the Learning Resource Center, to order audio visual and library materials which will tie in with project courses and modules.

5. Community Education

As a part of meeting the project's community education objective, the Older Adult Institute (OAI) and the Business and Professional Institute (BPI) have both offered several courses/workshops/seminars of an international nature during fall quarter. BPI's offerings included "How to Sell Overseas: World Trade Outlook," a ten-session evening class for the business community. OAI international courses included "Change in Eastern Europe," "History of Modern Africa," and "Islam and the Middle East." Additional programs are planned for each quarter this year.

Evaluation

The Executive Director and Project Directors have conducted formative reviews at the end of the fall term, and will further monitor and evaluate the project at mid-term during the winter and spring quarters. This process will assure that the project is being conducted as planned, will permit corrective measures to be taken in any areas that may require them, and will provide for effective administration of the project. Project faculty meetings have been scheduled to coincide with the formative reviews and as needed throughout the year.

An outside evaluator who has served as a Project Director for a similar grant-supported project will visit the College during spring quarter. She will meet with the Project Director, Associate Project Directors, and all project personnel for the purpose of evaluating the quality and progress of project-related activities. This outside evaluation will be conducted by Helen Nall, Director of International Education at John A. Logan Community College. Plans call for Dr. William Greene to come to the College to consult with program faculty on progress in curriculum development. Furthermore, Dr. Greene will return at the end of the second year to evaluate the total project.

In addition, evaluations of the courses being developed and revised will be conducted by the project consultants and/or the Office of Curriculum Development per their usual format during the spring/summer quarter and during meetings with project faculty.

YEAR TWO PROJECT PROPOSAL

1991-1992

A continuation of funding is needed for 1991-92 in order to accomplish the following goals, established by College of DuPage with the support of faculty, all levels of the administration, and the Board of Trustees:

FIVE-YEAR GOALS

1. College of DuPage should assist students to become effectively interdependent, achieve self-direction, and develop an appreciation for the role of society in the global community.

ONE-YEAR GOALS

2. College of DuPage will assist students to become aware of human interdependence in a global community while working to achieve self-direction.

3. College of DuPage will internationalize the core curriculum.

The strong commitment of College of DuPage to internationalize its curriculum and programs is evident in the summary of the Futures Committee Report, its one-and five-year goals, and it degree requirements, documented in Appendix C.

Objectives

In order to work effectively toward reaching these goals, the following objectives will be met. These objectives were identified by the International Studies Committee as those most critical to the process of globalizing the College of DuPage's curriculum and programs. They were set forth in the original proposal being reconsidered here, and were fulfilled partially during the first year of the project. They will be met completely within the project's second year.

1. To develop a minimum of five new courses with international or intercultural dimensions.
2. To revise a minimum of ten existing courses to include or expand their international or intercultural dimensions.
3. To develop a minimum of ten modules with international or intercultural dimensions that have potential for interchangeable use in a variety of courses.
4. To offer at least four faculty development or curriculum development workshops to assist faculty in the globalization process by bringing in experts for various world areas (Africa, Asia, Latin America, Middle East).
5. To increase foreign language instruction capability by acquiring language tapes and textual materials for auto-tutorial instruction in the College's learning laboratories from the National Association of Self-Instructional Language Programs (NASILP).
6. To acquire the microfilm edition of the Human Relations Area Files which contain major descriptions of approximately four hundred different societies and cultures. Half of this material will be purchased in each of the two years of the project.

7. To acquire other international and intercultural resource material (print and audio-visual) which can be placed in the College's Learning Resource Center for use by faculty and students.

8. To secure the services of consultants with expertise in major world areas to serve as resource people for faculty members implementing the grant objectives of course development and revision and module development.

9. To offer at least one non-credit international or intercultural course each year under the auspices of the community education.

10. To compile and distribute to AACJC International Education Consortium members and to other appropriate places a volume entitled, "The Community College and International Education: A Report of Progress, Volume III." Volume I and Volume II were developed by previous Title VI-A grant projects.

Plan of Operation

The second year of the project will continue efforts to globalize the College of DuPage curriculum by internationalizing the core curriculum and programs.

A reorganization of project personnel will be implemented. Richard Wood will become the Executive Project Director (5%) and Richard Furlow and Zinta Konrad will become Co-Project Directors (25% of time each). This commitment not only reflects actual work being done, but also allows Richard Wood, as Executive Dean of the academic areas of the College and as the administrator to whom the Coordinator of International Education reports, to have supervisory input. Their experience is detailed in curriculum vitae in Appendix D; that experience and their commitments to this project and to relevant institutional goals will serve to strengthen the project's outcomes. They will function as an executive committee to manage the development of the project as outlined in the initial proposal.

As in Year I of this project, Year II will include the same five areas of activity to achieve objectives. They are discussed in the following five sections:

1. Faculty Development

The College will again utilize the services of several consultants with expertise in major world areas from the Chicago area. As has been done in the first year, as project faculty require help with their project subject, specific discipline and area specialists will be identified and brought to the College to work with project faculty. These consultants also will be used to evaluate project material at the end of the second year. Dr. Melvin Ember, President, Human Relations Area Files, will give another workshop on utilizing HRAF to second year project faculty, other interested college faculty, and high school teachers. Helen Nall will be brought in for a curriculum development seminar for second year project faculty.

2. Curriculum Development

The primary focus for the second year of the project will continue to be curriculum development. Whereas in Year One projects targeted main curriculum areas such as English, sociology, and economics, the focus in Year Two will continue to develop those areas and will involve new areas as well.

New project development under discussion is in the areas of natural science, business, humanities, technology, fashion design, and architecture. The following areas already have been identified in the Year Two development plan: three new courses with an international emphasis will be developed; five existing courses will be revised to include additional international and non-western material; and five modules will be developed.

New courses under discussion include the following:

FACULTY	COURSE	YEAR
1. Interdisciplinary Team of Faculty	Global Issues	1991-1992
2. Faculty Team headed by Duane Ross	American Culture for International Students	1991-1992
3. Interdisciplinary Science Team of Faculty	Natural/Earth Sciences Course	1991-1992

Courses which will be revised are as follows:

FACULTY	COURSE REVISION	QUARTER
Tom Montgomery-Fate	English 103 Composition	FALL
Ray Olson	Sociology 100, Introduction to Sociology	WINTER
Jack Ficks	Economics 202, revised for cross cultural and comparative international systems	FALL
To Be Determined	Ecology, revised to include comparative systems	
Rukshad Patel	Accounting, revised to include non-western material	FALL

3. Foreign Language Expansion

During the second year of the project, materials will be acquired which will enable the College to offer introductory instruction in Japanese and Arabic. The College presently offers a six-course sequence in Japanese. The NASILP Program will provide an alternate method of teaching Japanese. This offering is consonant with the philosophy of the College to offer as many courses as possible in multiple formats. The business community also has requested Arabic.

Dr. John Means, Executive Secretary of NASILP, will visit the College in the Spring quarter, 1992, to review the College's NASILP program.

4. Resource Collection: Human Relations Area Files and Audio Visual Materials

The College will purchase the second half of the microfiche edition of the Human Relations Area Files, which contains major descriptions of over 400 different societies and cultures, as part of its commitment to optimize the use of this resource for internationalizing the curriculum. The College has committed itself to begin purchasing HRAF in CD-ROM format as well.

The Project Directors will work with the Dean of the Learning Resource Center (LRC) and Diana Fitzwater, International Librarian, to complete the acquisition of this resource material. The collection is housed in the LRC. It will be the cornerstone of an International Education Center for the community at large.

The College will continue to acquire additional films and film strips with international/intercultural content during the second year of the project. Acquisition of these resource materials will be announced and made available to the faculty. Diana Fitzwater, International Librarian, who coordinates the purchase of all international materials, will assist project faculty in acquiring materials pertinent to their projects. A list of all acquired materials will be prepared for distribution to faculty and will be included with the final evaluation.

5. Community Education

To fulfill its objective of providing community based seminars, during the second year of the project, the College will offer at least two non-credit courses through the Older Adult Institute (OAI) and/or the Business and Professional Institute.

In addition, the Executive Project Director and Co-Project Directors will seek opportunities to coordinate other community education programs with the International Students' Organization, including: public seminars, symposia, international dinners, and other special programs during the second year of the project. Designated faculty members will participate in curriculum development and inservice education programs for teachers in local K-12 school districts.

Evaluation

A consultant with expertise in the broad area of international/intercultural education will participate in the project during the second year. He will provide general direction for the entire international education program at College of DuPage, and will serve as outside evaluator to assist in concluding the project.

The consultant-evaluator who has agreed to participate is William Greene, Ed.D., International Education, Florida Atlantic University. He serves as Executive Director, Florida Collegiate Consortium International/Intercultural Education. He is the author of numerous publications on international education, and the Director of International Education at Broward Community College.

Dr. Greene has agreed to visit the College during the spring quarter 1992. He will meet with the Project Directors and all project personnel for the purpose of evaluating the quality and progress of the curriculum projects and other related activities. In addition to serving as outside evaluator for the grant project related materials, Dr. Greene will provide overall guidance and suggestions for the future development of international education beyond 1992 at the College of DuPage.

In addition, evaluations of the courses being developed and revised will be conducted by the project consultants during their spring visitation and meetings with project faculty.

Ultimate evaluation of this project will be the value to students receiving instruction in courses or programs developed under the project. Evaluation instruments for student evaluation will be developed by the Project Directors, in cooperation with the College's Director of Research and Planning. As revised and new courses or modules are phased into curricula, students will be requested to complete evaluations of the courses.

The Executive Project Director and the Co-Project Directors will have responsibility for formative review of the project and a final report that will be developed with the outside evaluators at the end of the second year.

Project Dissemination

Periodic reports on the progress and results of the project will be circulated throughout the College in the newsletter issued by the Coordinator of International Education, who also serves as Co-Project Director. Information concerning project activities and outcomes will be disseminated to all member institutions of the Illinois Consortium for International

Studies and Programs (28 community colleges and one university) at consortium meetings and through newsletters. This information also will be disseminated to members of the AACJC American Council on International/Intercultural Education. The Project Directors will propose a panel session for the annual AACJC Conference in April, 1992.

Toward the completion of the two-year grant period, a report summarizing the results of the project will be published and made available to colleges and universities throughout the country. This report will be compiled and edited by Dr. Seymour Fersh of Brevard Community College and will be a continuation of the series entitled The Community College and International Education. Co-Project Directors will assist in the publication of this document. Approximately 300 copies will be printed and distributed at no charge to members of the Illinois Consortium for International Studies and Programs and to members of the AACJC American Council on International/Intercultural Education.

COLLEGE OF DuPAGE

International Studies

22nd Street and Lambert Road
Glen Ellyn, Illinois 60137-6599

708 858-2800

June 7, 1991

Dear (Title VI-A Participant):

I personally would like to congratulate you on your participation in the Title VI-A Year II initiative to internationalize the curriculum. As you know, the College has a strong commitment to international education whose foundations must be in a strong and sound academic program.

I am encouraged by faculty such as yourself who demonstrate the necessary commitment to improve the curriculum and who take the initiative to further this institution's goals and objectives and become a leader in international education.

I wish you every success in your project.

Sincerely,

Dr. Harold A. McAninch
President

3. **Report of the Grant's External Evaluator, Submitted to the U.S. Department of Education**

EXTERNAL EVALUATOR REPORT

U. S. Department of Education
Title VI Grant
Undergraduate International Studies
and
Foreign Language

College of DuPage
Glen Ellyn, Illinois
1990-1992

Executive Project Director:	Dick Wood
Project Co-Directors:	Richard Furlow Zinta Konrad
Consultant/Evaluator:	William Greene Director of International Education Broward Community College Ft. Lauderdale, FL
Report Date:	14 June 1992

Two site visits were conducted by the consultant/evaluator. Meetings and interviews were held with virtually all project faculty and key college administrators:

May 15-16, 1991 (Year One Evaluation Visit)

Project Administrators:	Dick Wood Richard Furlow Zinta Konrad
Project Faculty:	Chuck Ellenbaum Jack Ficks Brenda Gibson Ken Harris Ellen Johnson Tom Montgomery-Fate Carol Riphenburg Chris Thielman

May 27-28, 1992 (Year Two Evaluation Visit)

Project Administrators:
Dick Wood
Richard Furlow
Zinta Konrad

Project Faculty:
David Chu
Ann Cotton
Jack Ficks
Alice Giordano
David McGrath
Sharon Nichols
Ray Olson
Ruckshad Patel
Tuckie Pillar
Carole Sherman
Patricia Slocum
Terry Vitacco
Barb Willard

Other Key College Administrators and Faculty Interviewed:

Dr. Harold McAninch, President
Mr. Ted Tilton, Central Campus Provost
Dr. Walt Packard, Dean - Social and Behavioral Sciences
Mr. Joe Barillari, Director of Instructional Design
Mr. Ron Schiesz, Counselor/NASILP Coordinator
Ms. Shuby Dewan, Adjunct Faculty/NASILP Tutor

Summary Evaluation of Project

The project has met almost all of its goals and objectives in an exemplary manner during year one and year two. Many traditional accomplishments were realized and several creative and innovative approaches to adding international dimensions to the curriculum were achieved. Moreover, steps have been taken to ensure the continuation of the internationalization process at the College of DuPage.

A. Curriculum Development

During the two years of the project, five (5) new courses were developed, eight courses were revised to include international content, and twelve international modules were developed for incorporation into existing courses. All curriculum development work is completed or near completion as of this report. The new materials are, or will be, available for dissemination. Estimates of possible adoption by colleagues of the new international materials range from likely to certain.

Course revisions and modules developed in the first year of the project were, in most cases, taught during 1991-1992. New courses, revisions, and modules developed during year two have been, in some cases, pilot tested already, and all project courses will be offered in their revised form during 1992-93. Potentially, a large percentage of students attending the College will be impacted by the newly internationalized curriculum.

The two non-credit international courses proposed in the grant narrative were not developed.

B. Foreign Language Instruction - NASILP

Increased capability in foreign language instruction was achieved through membership in the National Association of Self Instructional Language Programs (NASILP). Materials were purchased to enable the college to offer Hindi, Korean, Arabic, and Japanese.

Coordination and promotion problems have delayed the offering of NASILP courses. Hindi was offered during the Winter and Spring

(1992) terms, and, according to the expert NASILP evaluator, the students achieved significant success.

A packet containing a learning agreement, information, and instructions has been developed by the acting NASILP coordinator for prospective students.

C. International Resources

The College has purchased the Human Relations Area Files (HRAF), and the collection is available for faculty and student use in the Learning Resources Center. Two workshops were conducted to familiarize project faculty with the use of the Files. The Files contain major descriptions of more than 400 societies and cultures.

Several project faculty expressed enthusiasm regarding the Files and plan to incorporate their use into their new or revised international courses. A few have raised concerns regarding their applicability, appropriateness, accessibility, and cost to acquire.

Significant numbers of books, videos, and other resource materials were acquired to support the newly revised international curriculum. Project faculty reported requests for new materials were honored in virtually every case.

D. Faculty Development

Approximately seven workshops for project faculty were held during year one and year two. These workshops included general presentations on internationalizing the curriculum as well as sessions emphasizing specific content areas and/or world regions. Additionally, approximately half of the year two project faculty availed themselves of the opportunity of using outside consultants with special expertise to assist in the development of their specific curriculum development projects. Several of the project faculty reported that they did not require the assistance of outside consultants.

E. Dissemination

Copies of all materials developed during the grant project are being shared with appropriate faculty and departments. Workshops will be scheduled to discuss modules and revisions with colleagues. Exemplary documents will be included in the project-related publication, The Community Colleges and International Education (Vollume III), to be completed in late summer. This publication will be made available to community colleges throughout the United States.

Year Two Project Strengths

The first year external evaluation report cited several project strengths and offered recommendations for year two. Several of these recommendations were incorporated into the second year of the project, and other strengths were observed:

A. Curriculum Development

Year two of the project provided for considerable flexibility and allowed participation by faculty who were encouraged to propose curriculum development activities consistent with project objectives. Accordingly, course development and revisions were prepared in several non-traditional subjects, such as advertising, interior design, childcare, accounting, and photo-journalism. This emphasis will further increase the number of students impacted by the project.

B. Evaluation

All year two faculty were required to submit their course development and revision documents to internal review panels comprised of a Dean or Associate Dean and two faculty colleagues. This process has been well received by the project faculty and appears to have produced positive results. Curriculum materials developed during year two tend to be more "teacher friendly" and should gain wider acceptance by the various departments.

Each project faculty member has been asked to complete a Title VI-A Grant Evaluation and Questionnaire. Faculty were asked to evaluate project related areas such as workshops, consultants, resources, project administration and support, use of HRAF, etc. Most of these evaluations are very positive, and the information provided will be useful in planning future projects and activities.

C. Compilation of Data

Detailed data have been compiled on the scheduling of the new internationalized courses and the number of students enrolled.

Institutional Strengths

The College of DuPage has had a strong institutional commitment to international education for several years before the Title VI grant project was undertaken. Most of the project faculty have a sincere and long-held view regarding the importance of adding international dimensions to the curriculum, and expressed the opinion that the project was an important facilitating medium by which to implement this philosophy. One faculty member expressed her enthusiasm for the project by stating she would like to enroll in some of the new international courses developed by her colleages.

Every administrator interviewed expressed enthusiasm and support for the project, and indicated that international education will continue to be an important priority for the College. Project faculty frequently expressed their awareness of this administrative support, and many stated their interest in continuing efforts to internationalize the curriculum after the termination of the project.

The College has taken many steps to demonstrate its commitment to international education and to ensure continued progress. The

1991-93 edition of the College Catalog displays the caption "A World of Learning," and the President's welcome message includes references to the College's international programs.

The faculty has adopted an International Studies Requirement for Associate Degrees. The philosophy and intent of this requirement is set forth in statements describing the College's General Education Requirements. All students seeking to earn a degree at the College of DuPage must earn a minimum of three credits in courses approved to meet this requirement. Because the new international courses developed during the project have been designated as meeting the international studies requirement, the likelihood of attracting sufficient enrollment is enhanced.

Illinois requires all academic programs be reviewed at regular intervals. The College's Program Review Manual specifically addresses the international content of the curriculum and calls for suggestions on how to increase a program's international content. The Office of Instructional Design has strongly supported the project and is a consistent advocate for international curriculum development.

The International Education Office coordinates the many international programs at the College. Faculty and administrators are provided opportunities to participate in international seminars and exchanges. International events such as "Africafest" and "Asian Festival" are held on campus. Several faculty chair international and exchanges. International events such as "Africafest" and "Asian Festival" are held on campus. Several faculty chair international committees, offer recommendations, and plan programs. This well established program of activities will ensure continued interest and involvement in international education at the College.

Recommendations

1. Mission Statement: The official mission statement should be expanded to include a reference to the College's commitment to international education.
2. Planning: The successful completion of the Title VI grant project and other international education accomplishments have rendered the current five-year plan obsolete. A comprehensive evaluation and review of the College's International Education program should be undertaken, and new goals, objectives, and strategies developed.
3. Curriculum: Every effort should be made to establish the permanence of curricula revisions gained as a result of the Title VI grant project by incorporating the revisions and modules in course outlines and descriptions.
4. Publicity and Promotion: A more effective method is needed to identify in the quarterly class schedules and promote NASILP courses and sections of newly developed and/or revised courses with international content.
5. Study Abroad: For many years, the College has offered excellent short-term study-abroad courses. Some additional

programs. Energizing the College's membership in the College Consortium for International Studies (CCIS) would be one effective way to accomplish this goal. Interested faculty could be assigned to coordinate and promote selected CCIS programs.

Conclusion/Summation

The College of DuPage is a large, two-campus community college with a sizeable service area. The administration and a large percentage of the faculty are committed to international education. The College has done more to ensure the continuing internationalization of the curriculum than most colleges with which this evaluator is familiar. The Title VI project has provided an important and successful focus to this already well-established commitment. The project co-directors are to be congratulated for a carefully designed and well administered project. The College of DuPage is poised to become a national leader in International Education.

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FACULTY MEMBER	David Chu
TITLE:	The Importance of International Culture in Advertising / Design. (48 pages)
COURSES:	Fundamentals of Advertising /Fundamentals of Design.
DESCRIPTION OF THE MODULE	One purpose of this project is for students to gain an understanding of the importance of International Culture in Advertising / Design. A second aspect of the project is to demonstrate students strategies of approaching problems involving foreign culture and mass communication media such as Advertising.
OBJECTIVES/ STUDENTS COMPETENCIES	1. Students will identify the importance of International Culture in Advertising / Design. 2. Students will identify cultural elements which are part of advertising strategies. 3. Students will solve problems related to culture in the advertising for foreign countries.
BACKGROUND/ RATIONALE/ ISSUES	Although America is no longer isolated from the rest of the world, there is still a lack of understanding of culture of other countries. Understanding the culture of people from other countries can help American business people relate better to all areas of the world, especially in the area of Advertising. The growing number of minority groups in America, such as Hispanics and Asians is another important reason to develop the understanding of other people's culture. The Los Angeles Riot is an example of how poor human relationships and stereotypes have lead to discrimination and racism. The educational system can and should provide alternatives in improving the integration of society. In the past, many American corporations had experienced setbacks in their business in the foreign countries because of poor knowledge of their cultures. Advertising is one of the most powerful tools in society, and should be used effectively in bringing different cultures together.

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ASSIGNMENTS

1. Students will identify the different cultural values from other countries by watching a sample of Brazilian T.V. commercials (45 minutes.)

2. Students will write the positive or negative aspects of the commercials.

3. Students will compare cultural values by watching sample International advertisements. (45 minutes.)

4. As their final project, each student will create an imaginary country with its own political, economic, and social data. The instructor will ask the students to develop an advertising strategy for a product (Cost around $ 30 dollars) to be introduced in this country.

ACTIVITIES

1. Discuss the recent controversial Benetton campaign using international elements.
a) Identify different international elements used in the advertising.
b) Discuss positive and negative elements of this campaign.

2. Study Cultural Variables: material culture, languages, education, aesthetics(design, color), values, attitudes, social organization, political-legal.

3. Students will work in a group creating and developing campaigns using elements of international culture.

4. Students will fill out a 10 minute survey on their knowledge and perceptions of various cultural groups.

EVALUATION

1. Students will be evaluated on their final presentation, creativity and strategies used to solve the problem.

THE IMPORTANCE OF INTERNATIONAL CULTURE IN ADVERTISING

Survey

Please answer in the space provided.

1. Do you think it is important to include international elements in American advertising? Why or why not?

2. What are some foreign customs or traditions from other cultures that you like or admire?

3. Which country in the world would you like to visit and why?

4. Have you ever travelled outside of the U. S. A?

5. If so, to what country (ies) and for how long?

6. Have you ever become friends with a person from a different background? If so, which group?

7. In which country in the world would you like to work and why?

8. Are there customs or traditions from other cultures that you wish you could change? If so, identify the most important ones.

9. How does advertising in another country differ from advertising in the U.S.? Name three such differences.

10.How likely would you be to purchase a product made in: (Make a X over the line)

	Very likely	Somewhat likely	Not likely
Japan			
Korea			
Hong Kong			
Taiwan			
China			
Canada			
England			
France			
Italy			
Sweden			

INSTRUCTIONAL PROCESS:

This module is based on 2 weeks, 2 days per week with class sessions of approximately 3 hours each.

First Class Session:

The students will be given a 10 minute survey on their knowledge of international culture to provide the instructor with a better understanding of the class level.

1) Lecture concerning Culture.(45 minutes).
2) Students will identify the different cultural values from other countries by watching samples of international T.V. commercials. (1 hour).
3) Open discussion concerning the importance of International culture in advertising. Positive and negative aspects. (Benetton Campaign). (1 hour).
4) Assignment. Write an essay concerning international culture in advertising and what issue or problem in their opinion, is the Benetton advertising campaign.

Second Class Session:

1) Discussion concerning the assignment. Different solutions.(30 minutes)
2) Lecture concerning a) material culture, b) languages, c) aesthetics, d) education, e) religion, f) attitudes and values, g) social organizations. h) political life. (1 hour and 30 minutes.) Show examples of advertising campaigns with these elements.(Toyota , Texas Instruments). Show examples how cultural elements might affect your advertising and business. (Examples of cases in which American companies failed to understand the cultural elements of the market place)
3) Students will identify the different cultural values from other countries by watching a sample of Brazilian T.V. commercials.(1 hour)
4) Assignment: Write an essay comparing Brazilian and American T.V. commercials related to cultural elements.

Third Class Session:

1) Discussion of the assignments.(45 minutes)
2) International Culture in America.(2 hours and 20 minutes) Discussion and lecture based on the article by Philip Stelly Jr. Tuning in to the next big thing. Adweek May 11, 1992. and article by Lance Morrow. Japan in the Mind of America. Time, page 16, February 10, 1992.
3) Assignment. The class will be divided in groups.Each group will create its own country with imaginary political, economic, and social data. The instructor will ask the students to develop an advertising strategy for a product that cost around $ 30 dollars to be introduced in this country.

Forth Class Session:

Presentation of the project.

COURSE TITLE: Cross Cultural Relationships (Anthropology 105) (120 pages)
(REVISED COURSE) Anthropology 105

DEVELOPED BY: Charles O. Ellenbaum

COURSE MATERIALS: The materials included in this packet are: (1) Course Fact Sheet (catalogue description, objectives, issues, topical outline of concepts, bibliography, and scheduling and other recommendations), (2) Sample Syllabus, (3) Course Possibilities (lists the requirements for the three quarter hour core course and 16 possibilities for what to do with free time in the three hour core course and with the two additional hour block of time (five quarter hour course), (4) Human Relations Area Files Category and Culture Lists, (5) Anthropology Print Resources annotated bibliography, and (6) Anthropology Nonprint Resources bibliography.

CATALOG DESCRIPTION: "Concentrates on how concepts, techniques and information from anthropology can be applied to help people solve their problems and improve their lives. Emphasizes the relevance of anthropology to development issues and to concerns of many career fields. Course examples are drawn from diverse parts of the world. Individual project(s) relate to students' interests and careers. (3 or 5 lecture hours)

GENERAL COURSE OBJECTIVES:

(1) To provide the student with an overview of the dynamics of culture and society.
(2) To help the student understand culture as a system which can be dealt with on a practical as well as an intellectual level.
(3) To help the student recognize ethnocentrism in themselves and others, especially with regard to cross-cultural relations.
(4) To develop skills in identifying cultural diversity as well as similarity in cross-cultural contexts.
(5) To gain a greater appreciation of one's own culture as well as those from other parts of the world.
(6) To develop skills in doing a research project involving an international/intercultural topic or situation.

ISSUES: This course attempts to have the student learn the concepts associated with an international, global, and cross-cultural viewpoint and the mechanics of applying these concepts to actual situations, preferably within their own career field. The core of the course (three hour section) begins by exposing the student to culture, society, and various elements of culture. It then goes on to the application of these concepts. It does this through a Global Newspaper Project (which was a key element in getting the course approved to fulfill the International Studies Requirement), simulations, role-playing, and other techniques. There will be a variety of possibilities for the five hour section (three hour common core and an additional two hours of work).

I believe that you should not have the students in the five hour sections all do the same thing for their additional two quarter hour's worth of work. The way the course is scheduled, individual variation for the additional two hour block is facilitated. All students (three hour and five hour courses) are scheduled for the same three hour block. The remaining two hours are scheduled as tba. Thus you can have the students do a variety of things and meet with them on an individual basis. There is no need to stifle their creativity or needs by forcing them into only one way of finishing the two hour block of the five hour course. These ways of fulfilling the requirements for the additional two quarter hours of credit should be tailored to a student's major interests and career possibilities. The sample syllabus will show one and only one possibility. It is an example, not a template. The "Course Possibilities" handout lists what the core of the three hour course should be and the sixteen other possibilities for both the three hour core and the additional two hour block. Also the "Anthropology Print Resources" and the "Anthropology Nonprint Resources" give a wide variety of resources that can be used for this course. This course is not a scaled-back Cultural Anthropology course. It is an application of cultural anthropology to a wide variety of problems through simulations, role-playing, case-studies, and many other techniques.

TOPICAL OUTLINE OF CONCEPTS:

I. Culture and Society
  A. Nature of Culture
    1. Definitions and Characteristics of the Anthropological Perspective on Culture
    2. Cultural Systems and Processes
    3. Society as the Vehicle of Culture
  B. Culture Change
  C. Communications
    1. Nature of Language
    2. Proxemics and Non-Verbal Communications
  D. What is Man and Human?

II. Elements of Culture
  A. Social Dynamics and Organization
    1. Components of Social Organization
    2. Kinship Systems
    3. Types of Social Organizations
    4. Social Conflict
  B. Economics and Technology
    1. Economic Models and Processes
    2. Fundamental Economic Questions
    3. Urbanism
  C. Politics and Social Control
    1. Fundamental Political Questions
    2. Political Typologies
    3. Law and Crime
  D. Religion, Ideology, and World View
    1. Values and Symbols
    2. Nature of Religion, Ideology, and World View
    3. Taxonomy of Religions

III. Cross-Cultural Movement
    A. Cultural Etiquette
    B. Culture Shock and Life Shock
    C. Ethnocentrism
    D. Cultural Relativity
    E. Coming Home Again

IV. Experiential Learning of I-III
    A. Simulations
    B. Other choices in "Course Possibilities" material

BIBLIOGRAPHY: There are two attached bibliographies. The "Anthropology Print Resources" is annotated and has sections on ethnographies and ethnographic resources and other anthropology materials: archaeology, physical and medical anthropology, linguistics, applied anthropology, atlases, and other material (mainly fiction). The "Anthropology Nonprint Resources" contains mainly films, vendors, and a few simulations grouped in the following categories: Africa, archaeology, Asia, contemporary United States, Europe and the Soviet Union, general, India and associated regions, language/linguistics/communications, Latin America, Middle East, Native North Americans, Pacific (Melanesia, Micronesia, Polynesia), physical and medical anthropology, and vendors. There are also textbook lists attached to the various possibilities in the "Course Possibilities" handout.

SCHEDULING AND OTHER RECOMMENDATIONS: I believe that for the present time, this class should only be scheduled in a regular classroom setting and not in the Learning Lab. I am not comfortable in using PLATO/NovaNET as the complete substitute for in-class simulations that would usually involve more than one student. I would be willing to work with others in developing a Learning Lab version of this course.

I think that the administration in the Social and Behavioral Sciences Division should talk to their opposite numbers in the other divisions to find out scheduling times that would fit into the schedules of occupational, clinical, and other students. They could also find out what topics would be useful to particular student-career populations and what tools they could use from anthropology for their own futures.

In the meantime, I would recommend that the course be taught in a "piggy-back" mode as is being done in the Fall/1991 Quarter. These course materials should be given to the teachers of the sections as a resource to be used. However, care must be taken to make sure that the course is not a "cut-back" version of Cultural Anthropology 100. It must be more than lecture, text, and tests. There must be both an experiential dimension and the use of the Christian Science Monitor or some other equally valid means of having the student's analyze actual world events as they unfold.

SYLLABUS

Welcome to Cross-Cultural Relationships. In this course, we will be looking at culture and a variety of peoples and cultures in the world and their viewpoints on a number of issues and problems. This is a course that looks at the core of cultural anthropology and uses this core as a set of tools. You will apply these tools to a variety of specific situations chosen, in part, by you. This course will try to equip you with some of the tools of an Applied Anthropologist who is a problem-solver in a wide range of arenas.

We will be using the framework of anthropology to describe and analyze our world. We will be taking a cross-cultural, international, and global viewpoint when we look at problems and issues. You will be forced to deal with contradictory truth claims and native viewpoints that may not seem logical to you. It is okay to feel confused. Remember, in your culture, you are a native and have viewpoints that others believe are odd. There are insider (emic) viewpoints and outsider (etic) viewpoints. They may be different yet both be correct. You must first learn the native (emic) viewpoint of any situation or people we examine. Only then can you begin to analyze and problem solve. All native viewpoints are valid in the context of their own culture (cultural relativism). All of you have valid cultural and cross-cultural viewpoints. Express them, but politely. In our class time together, I will try to take opposite viewpoints and defend them in order to force you to think and rethink your positions. Group think whether liberal or conservative is usually the enemy of original thought.

Anthropology is more than just the fossil remains of early man, digs, artifacts, and exotic people who live somewhere "out there". It is more than bones and stones, feathers and beads. In this class you will be examining elements of different cultures in the world and your own culture. I want to introduce you to the complexity of human life in a concrete way, so that, your curiosity will be stimulated. One characteristic every Anthropologist shares is that we are all intensely curious about the world and ourselves. We are always asking questions and wondering "Why?". Every professional Anthropologist has done field work. We are a "hands-on" group of people.

The readings and films will introduce you to anthropological concepts of culture and society. This will help provide a framework with which you can analyze the material in the rest of the course. This will help you understand culture and its components (kinship, economics, education, politics, religion, associations, and leisure). Then, through the course materials, we will examine issues, peoples, cultures, and problems. An analogy for this course might be a loom. At the end of the process will be a beautiful rug but at the beginning and through much of the weaving, it is a chaos of strings, colors, noise, and a moving shuttle. Be patient and trust the process. Ask lots of questions of me and of yourself. If you don't ask questions, I will assume you understand everything.

As you begin your reading, you will notice many new and strange concepts and pieces of information. How do you put them together into a meaningful pattern? The questions found in the Course Requirements Section will help you do this. No one but you can put what you learn into a meaningful whole. Learning is hard work and it takes energy. Too much structure on the specifics of
what and how you learn and you learn what and how someone else learns best, not how you learn best. The questions tell you what is important for the book from an overall perspective, but you provide the detailed structure.

The same is true about the films. I don't give you specifics to look for. If I did, you would be seeing them through my eyes, not yours. I want to be an enabler and encourager for you and your learning and am a facilitator and expert support person, not a dictator telling you, in micro-managing detail, what and how to learn. I try to implement a holistic view of learning involving your head (knowledge, to think), your heart (feeling, intuition, emotions, to be), and your gut (sensori-motor, the wisdom of applying what you have learned, to do). You need to become aware of what you know, what you believe, and what you feel. All are valid forms of knowledge and wisdom. Keep a sense of humor. We are all fallible human beings. Our knowledge and wisdom are partial and never absolute.

Class time is our time. Write down any questions or comments you have as your are studying. Bring them up during our time together in class or during office/lab hours. Don't be afraid to ask questions. The only dumb question is the question that is not asked. Don't be afraid to disagree with me. I won't be afraid to disagree with you or the course material. There are different opinions on issues. Be sure to organize a schedule and keep it. Modify it when conditions change. Set some goals. If you work right along according to your schedule and goals, you will probably accomplish more and won't be overloaded with too much work at any one time. There is a handout on study techniques.

FACULTY MEMBER: Jack Ficks

TITLE: Economics 201-Principles of Macroeconomics (10 pages)

COURSE: Economics 201

CATALOG DESCRIPTION: A study of the major factors which determine levels of economic activity, resource allocation, national production, introduction to price functioning, income levels, government, money and banking, policy implications, and economic growth.

COURSE OBJECTIVES:

1. To bring into focus important macroeconomic issues and problems facing the nation.
2. To acquaint the student with the analytical tools needed to understand these vital national issues and problems.
3. To introduce the students to various theories and models of macroeconomic activity.

COURSE UNITS:

1. Introduction to economics
2. Demand, supply, market prices, and problems
3. Economic institutions
4. GNP accounting
5. Economic fluctuations
6. National income, employment, and inflation
7. Fiscal policy
8. Money and monetary policy
9. Stabilization policies
10. Economic grants

METHODS OF EVALUATING STUDENTS:

1. Quizzes
2. Give four examinations
3. Papers
4. Class participation

RATIONALE FOR A GLOBAL APPROACH TO THE TEACHING OF PRINCIPLES OF MACROECONOMICS

Traditional courses in the Principles of Macroeconomics cover very little of the global economy within which we live. Fifty years ago, it may have made sense to treat the U.S. economy as an isolated world complete in itself. The rest of the world mattered far less to the U.S. economy than it does today.

Today's economic environment is a global one. Decisions made by a firm or a government in one part of the world may have far reaching effect on people in the U.S. Similarly, actions taken by the U.S. or citizens in the U.S. may bring about changes in economic activities throughout the world. Both American firms and workers increasingly carry out their economic functions in a market that is fundamentally international.

A piecemeal approach to this problem has not been very productive. Often, the Principles of

Macroeconomics course has a final segment covering international topics; the Principles of Microeconomics also has such a segment at the end. In both courses these "international" topics are treated as "extra", or not really important to the main body of knowledge. Arguments are often given that emphasis on such a "closed-economy-approach" simplifies the basic models, but the bottom line is a lack of globalization.

What is needed, then, is an integrated approach to the globalization of Principles of Economics. The U.S. economy must be analyzed as an open economy rather than a closed one. International linkages must be integrated throughout the entire course, with continued emphasis on the processes by which economic forces in other countries affect the economy in the U.S.

INTERNATIONAL OBJECTIVES:

1. To analyze the U.S. economy as an open economy rather than as a closed one.
2. To help the students learn how economic forces in other countries affect the economy in the U.S.
3. To integrate international linkages throughout the study of macroeconomics.

INTERNATIONAL STUDIES LEARNING OBJECTIVES:

UNIT ONE: Introduction to Economics

1. To emphasize that economics deals with scarcity, and that this scarcity is a global phenomenon.
2. To acquaint the students with alternative economic systems: market, command, and mixed, and evaluate current changes taking place within these systems.
3. To familiarize the students with production possibility curves, stressing concepts of trade-offer, opportunity costs, unemployment, underemployment, and economic growth; scarcity and choice in the U.S.S.R.; growth in two economies - U.S. and Japan.
4. To emphasize the important role of exchange in expanding total supply of goods and services, emphasizing trade among individuals via specialization and division of labor, trade among regions of a country, and trade among nations.

UNIT TWO: Demand, Supply, Market Prices, and Problems

1. To apply the principles of supply and demand analysis to the foreign exchange market, bringing in exports and imports, and showing appreciation and depreciation of exchange rates with their economic consequences.

2. To use the concepts of intervention in the marketplace in terms of recent Soviet and Eastern Europe problems and proposed market reforms such as the Gorbachev reforms.

UNIT THREE: Economic Institutions

1. To introduce the circular flow of economic activity as a global reality, with households, firms, governments, and the rest of the world linked up into a logical whole.
2. To familiarize the student with the international sector of the economy: volume of trade, patterns and linkages, economic implications, trade restrictions, and recent trends for trade liberalizations.

UNIT FOUR: GNP Accounting

1. To introduce the concept of Gross National Product for comparing living standards among countries, as well as its limitations.
2. To compare GNP with the more universal concept of Gross Domestic Product, and to evaluate both of these measurements in terms of other criteria of welfare.
3. To emphasize the foreign sector in GNP, net exports, capital inflow and outflow, balance of payments, the foreign exchange market, and their inter-relationships.

UNIT FIVE: Economic Fluctuations

1. To understand the problems of the business cycle as a world-wide phenomenon.
2. To analyze unemployment both domestically and internationally, using comparative data.
3. To analyze inflation by the use of comparative data.

UNIT SIX: National Income, Employment, and Inflation

1. To analyze aggregate expenditures with emphasis on net exports and the marginal propensity to import.
2. To analyze aggregate demand by emphasizing the interest rate effect, foreign purchase effect, and wealth effect.
3. To analyze aggregate supply by emphasizing the effect of foreign and domestic prices on imports.
4. To introduce the concept of the foreign trade multiplier, compare multipliers of different countries, and emphasize the implications of trade to the U.S.
5. To determine equilibrium with international trade, analyze the effects of both positive and negative

net exports, and study international economic linkages.

6. To use the expanded international aggregate model to analyze historical events such as the Great Depression, Great Stagflation, and Supply-Side Economics.
7. To study the effects of productivity on national income, employment, and inflation; to compare productivity growth across nations.

UNIT SEVEN: Fiscal Policy

1. To analyze fiscal policy within the framework of an open economy.
2. To study the inter-relationships of the budget deficit, interest rates, the national debt, and international trade.
3. To study comparative fiscal policies among various nations; government spending, taxation, deficits, and their results.
4. To look at the effects of external shocks from abroad, as well as the net export effect.
5. To review the various supply side tax reduction policies, both home and abroad.

UNIT EIGHT: Money and Monetary Policy

1. To study the functions of money by using the Yap Island Money as an example of universality.
2. To introduce the concept of global money, such as international reserve currencies, European Currency Units (ECU's), Special Drawing Rights (SDR's), and other composite currencies.
3. To obtain basic understanding of international banking, such as the Eurocurrency market and international banking facilities.
4. To analyze the role of monetary policy within an open-economy environment.
5. To study the process by which the Federal Reserve intervenes in the foreign exchange market, the mechanics of intervention, the effects of the domestic stock of money. and the effect on the domestic stock of money.
6. To introduce the various exchange-rate management systems, such as Bretton Woods and fluctuating rates.

UNIT NINE: Stabilization Policies

1. To study the quantity theory of money by studying the hyper-inflation of Germany in the 1920's, and the effects of the current German reunification.
2. To analyze the various linkages at the macro level among nations: prices and exchange rates, interest rates and exchange rates, policy effects of

government borrowing, and exchange rates and economic growth.
3. To look at various monetary reforms taking place in Brazil and in Eastern Europe.
4. To evaluate current economic relations between U.S. and Japan.
5. To evaluate the potential for closer international policy coordination.

UNIT TEN: Economic Growth

1. To look at international comparisons of economic growth, performance, and analysis.
2. To evaluate various comparative government policies to promote economic growth.
3. To evaluate the current U.S. slowdown in productivity growth, the deindustrialization thesis, international equalization thesis, and other arguments.

FACULTY MEMBER: Jack Ficks

TITLE: Economics 202 - Principles of Microeconomics (12 pages)

COURSE: Economics 202

DESCRIPTION: A study of consumer behavior, supply and demand, price determination, market structures, factor pricing, international trade and economic development. Special topics may include agricultural economics, urban economics, environmental economics, and alternative economic systems.

OBJECTIVES:

1. To acquaint the student with the analytical tools needed to evaluate alternatives: cost and benefits of microeconomic decisions.
2. To allow the student to analyze behavior in different product and factor markets.
3. To acquaint the student with factors affecting international trade and the balance of payments.

COURSE UNITS:

1. Review of basic demand and supply.
2. Theories of consumer behavior.
3. Elasticity.
4. Economics of Agriculture.
5. Business costs.
6. Pure competition, monopoly, monopolistic competition, and oligopoly pricing and problems.
7. Concepts and theory of factor demand.
8. Factor pricing.
9. General equilibrium.
10. International economics.
11. Alternative economic systems.

METHODS OF EVALUATING STUDENTS:

1. Quizzes.
2. Papers.
3. Four examinations.
4. Class participation
5. Video analyses

RATIONALE: Rationale for a Global Approach to the Teaching of the Principles of Microeconomics

As the 21st century approaches, the U.S. is becoming increasingly connected to a vast global economy. This is not exactly a new phenomenon. For several years we have become increasingly dependent upon foreign supplies of basics such as petroleum. And for quite a few years U.S. businesses have sold abroad, and even opened up branches and produced overseas. In fact, our livelihood and standard of living, more than ever, are influenced by international developments.

The traditional Principles of Microeconomics course has always had a section on International Economics, covering trade, finance, and the global issues. However, these topics have always been covered as "extra" or "peripheral" material, not really related to the major part of the course. Using this conventional approach, one could hardly call the course "internationalized."

Given the state of the U.S. economy within a world economy, a new approach is needed in presenting the Principles of Microeconomics. International material must not be isolated examples but, instead, must be integral components of the course. Students should learn about international trade issues or economic problems in foreign nations. More importantly, they should learn how economic theory can aid in understanding the international dimension of an economic issue. Finally, it is important that international material be integrated throughout as illustrations of basic economic principles rather than as isolated "ad-ons" at the end of the text.

INTERNATIONAL OBJECTIVES:

1. To analyze the U.S. economy as an open economy rather than a closed one.
2. To integrate international economic linkages throughout the entire course.
3. To apply basic microeconomic concepts within a globalized environment.

INTERNATIONAL STUDIES LEARNING OBJECTIVES:

Unit One: Review of Basic Supply and Demand

1. To apply the basics of supply and demand analysis to the foreign exchange market in order to understand the value of the U.S. dollar and other currencies, as well as appreciation and depreciation of the economies.
2. To use the principles of supply and demand to analyze the world oil market.
3. To introduce the concepts of price floors and ceilings within the context of centrally planned economies.
4. To evaluate the transition from central planning to free markets within a supply and demand framework of analysis.

Unit Two: Theories of Consumer Behavior

1. To incorporate international differences in tastes within marginal utility theory.
2. To bring international perspectives on the work efforts of men and women within the analysis of household behavior.

Unit Three: Elasticity

1. To apply elasticity concepts to the topics of gasoline and to the success and failure of OPEC.

2. To study the price elasticities of imports and relate them to the value of the dollar.
3. To look at the effects of dollar depreciation and appreciation in terms of different price elasticities of demand.

Unit Four: Economics of Agriculture

1. To analyze agriculture in terms of price elasticities of demand and supply and in terms of income elasticity.
2. To study U. S. agricultural exports and imports in terms of these elasticities.
3. To evaluate U.S. agricultural policy as it affects competitiveness in world markets.
4. To compare U.S. agricultural policies with others, particularly those of the European Community (EC).
5. To appreciate the complexities involved with trade negotiations involving agriculture within the General Agreement on Trade and Tariffs (GATT).

Unit Five: Business Costs

1. To emphasize the globalization of many U.S. industries such as autos, computers, and beer.
2. To evaluate the concept of minimum efficient scale of production as it applies to small developing nations and as it applies to export-oriented nations such as Japan.
3. To study costs of production as they apply to the manufacturing of autos and why they must be viewed within a globalized perspective.

Unit Six: Pure Competition, Monopoly, Oligopoly, and Monopolistic Competition

1. To comprehend the importance of competition in the global economy within the context of economic integration, using the example of EC 1992.
2. To apply the concept of price discrimination to international trade in terms of dumping, and to evaluate the effects of predatory dumping.
3. To study the example of DeBeers as a global monopolist of diamonds - the elements of a successful monopoly.
4. To learn the features of a cartel and to study examples of cartels such as OPEC, the coffee cartel, and the international tin cartel.

5. To view the U.S. auto market in terms of foreign competition.
6. To compare antitrust policies of the U.S. with others such as Japan, Germany, and other countries.
7. To look at the issue of nationalization versus privatization.
8. To discuss whether or not the U.S. needs an industrial policy in order to compete in the world economy.
9. To evaluate current U.S. Antitrust policies in terms of our ability to compete in world markets.

Unit Seven: Concepts and Theory of Factor Demand

1. To take on a global view of competitive labor markets.
2. To evaluate the costs and benefits of international movements of labor.
3. To study the economics of immigration.

Unit Eight: Factor Pricing

1. To study comparative labor union movements.
2. To understand the complex issues surrounding unionized plants in the U.S. in the face of foreign competition.
3. To look at land prices in Tokyo within the context of the theory of economic rent.
4. To study rural credit in Indonesia as an example of a capital market in action.
5. To evaluate the concept of entrepreneurship within the context of recent privatization in Mexico.

Unit Nine: General Equilibrium

1. To study the interrelationships between the world oil market and OPEC.
2. To learn the basics of input-output analysis as it applies to central planning.

Unit Ten: International Economics

1. To understand the scope of world trade, sources of comparative advantage, and the benefits of free trade.
2. To evaluate the economics of protectionism and U.S. trade policy.
3. To analyze the economics of preferential trade agreements such as the U.S.-Canadian Free Trade Agreement and the EC.
4. To appreciate the role of the GATT and the complexities of trade negotiations.
5. To look at the determination of exchange rates and the various exchange rate systems.

6. To study the effects changes in exchange rates have on exports and imports.
7. To appreciate the problems of the less developed countries and proposed policies for economic development.
8. To become aware of the causes of the international debt problem and various strategies to reduce the debt.
9. To understand the role of the International Monetary Fund (IMF) and the World Band in international economics.

Unit Eleven: Other Economic Systems

1. To analyze the strengths and weaknesses of capitalism and of socialism, in theory and in practice.
2. To study the current transition from central planning to free markets taking place throughout the world.
3. To compare the Chinese with the Japanese models for economic development.
4. To analyze the "inward" versus the "outward" oriented developmental strategies.
5. To compare the U.S. with the Canadian health systems.

FACULTY MEMBER: Brenda Gibson, Chris Thielman

TITLE: Four Star Service (An Introduction to Internationalizing Hospitality Division Curriculum Through Foreign Language Study) (27 pages)

COURSE: Food Service 101

DESCRIPTION: The Hospitality Division and the French Department of the Humanities Division at College of DuPage are co-operating in an effort to pilot a course module which seeks to introduce students with little or no foreign language training to a basic French course. This module will introduce to the students the sounds and sound symbols of the French language. The program will provide said students with reliable linguistic skills enabling them to correctly pronounce French cooking terms essential to the proper study of the French culinary tradition.

RATIONAL: A curriculum that is internationalized traditionally includes a variety of courses representing numerous disciplines. There, the student can examine, enjoy, and treat international topics, interests, and concerns. It is agreed by most educators who have experience with multi-cultural education that the greatest developmental studies in this dynamic area have occurred in the Social Studies and Humanities arena. Heretofore, offerings from these disciplines, available to interested students, frequently considered ideas generally grouped under two headings: 1) Human Condition Themes which can reveal ethrocentrism, prejudice, conformity or resistance to social norms and the like and 2) Cultural Variation themes which can acquaint the learner with concepts such as value orientation, socialization, and communication.

Recently, both faculty and students acknowledge that instruction in virtually all academic areas as well as those studies oriented toward occupational training (tourism, hospitality, human resource development, etc.) will be enormously enriched as those entrusted with course design and delivery strive toward internationalizing their unique area of specialization.

In fact, Hospitality Studies, an area sometimes less influenced by cross-cultural emphasis recognizes the underlying importance of understanding and appreciating cultural diversification, especially language. Increasingly, this Hospitality Division, aware and responsive to growing global interdependency is expanding the breadth of its courses considered core to a degree program. An active exposure to foreign language and other sensibilities related to verbal and non-verbal communication is now included as significant measure of its students' career preparations. Due to the unquestionable impact of Hospitality Services vis-a-vis the approach of world changes destined for 1992 and beyond, the usefulness and necessity for foreign language study is universally understood and accepted. In appreciation of the tremendous increase in both recreational and business international travel, the young hospitality professional will be introduced to the basics of foreign language study thus providing him a more sensitive regard for cultural difference, greater capabilities assuring a more successful and well balanced career experience, and the satisfying opportunity to show good will, through foreign language study.

STUDENT OBJECTIVES: Students studying this module will, at the conclusion of classroom instruction in the French sound system, and after listening to cassette recordings of same, will be able to reproduce these sounds in French words essential to culinary studies. The hospitality and foreign language instructor will share the responsibility of introducing students to this sound system.

EVALUATION: The instructors of the Hospitality Division alone will establish evaluation standards appropriate to students' exposure to proposed instruction.

ASSIGNMENTS:

1. To study and master understanding and pronunciation of French terms for food items included on typical French menus and for cooking terms common to the French language.

2. To read and understand outline describing French eating establishments and their individual differences, one from another.

3. To create French menus (number to be determined by hospitality instructors) reflecting appropriate use of ingredients with regards to availability, season, cost, and formality or informality of occasion.

4. To demonstrate understanding of the silent language of gestures included in this packet by mimicing them and explaining their meaning to classmates.

5. To gather photographs showing restaurants, food preparation, dining or other related subjects pertaining to dining ala francaise. To compare and contrast the content of these photographs in relation to American practices.

6. To give a presentation illustrating understanding of the metric conversion system as it relates to correctly producing a French recipe.

ACTIVITIES: The following exercises and activities are designed especially for those students who have had no formal training in the French language. In order to successfully execute this work, students will enjoy pronunciation instruction drill and practice aided by both a classroom teacher and by exposure to recorded cassette tapes, which concentrate on expressions and vocabulary useful to those studying LA CUISINE FRANCAISE.

Enjoy! Amusez-vous!

1. Explain to an American tourist visiting France how the following French eating establishments differ: (a) bistro; (b) auberge; (c) restaurant; (d) brasserie; (e) auberge; and (j) cafe. Tell how one choice may be more appropriate than another for some specific outings or individual needs.

2. Look through books and magazines and find French menus. Make copies for each student in the group. Discuss the foods. Which foods can you guess correctly because of other language experience? Have you prepared or eaten any of these foods? Do any of these dishes or preparations sound extremely unusual or rare?

3. Practice pronunciation by listing the specialized cooks in a classic French restaurant. (Ex: the sauce chef, the vegetable chef, the fish chef, the pastry chef and the master chef.

4. Discuss the ways in which nouvelle cuisine is related to classic cuisine. How are they different?

5. Prepare a presentation to classmates using beautiful photographs from magazines and books. Name as many items or use as many French words as possible in describing the article and photos. Try to select something for discussion which corresponds to your particular attraction or interest in French cooking.

6. Secure a large map of France or make copies of a smaller one and distribute one to each student. Research some of the areas of France reknown for a particular type of regional cooking. Explain how the climate, topography, etc. of your chosen region is reflected in products and ingredients used in the local cuisine.

7. Share several ideas for a visually interesting and informative bulletin board. Compose a list of at

least six possible themes or ideas before submitting your choice.

8. Collect an assessment of simple pots, pans, and cooking utensils, name them in French and also tell some menu items that could be prepared in them. Use a French dictionary to collect the list of necessary words.

9. Set a table properly and ask some classmates to assume the role of diners in a French restaurant. Name each item on the table, in French, and then request the same of each of the "diners".

10. Prepare to use, in front of the class, a list of several French verbs necessary to express oneself in the kitchen. Give a command form of each verb so that the "audience" can pantomime the French command in order to show their understanding.

11. Bleu, saignant, a point, bien cuit
    You are telling a guest at your restaurant, Chez Michel, that you are able to cook the following cuts of meat in four ways - bleu, (very rare, underdone), saignant (rare), a point (medium), and bien cuit (well done). Use your most impeccable pronunciation and also say that you can serve them.

COURSE TITLE: (MODULE) Preparation for Careers in a Global Workplace (5 pages)

DEVELOPED BY: Kenneth A. Harris

COURSE DESCRIPTION: Global perspective awareness assessment; bridging cultural gaps in employment situations; international careers.

ISSUES/ BACKGROUND/ RATIONALE: Many students will spend a portion of their career lives employed by a foreign firm within the United States, working outside the United States, or working with non-United States natives either domestically or abroad. The modules will begin preparing students to meet the challenges of situations that require an awareness of cultural, societal, and interpersonal differences with reference to careers in a global workplace.

STUDENT COMPETENCIES/ OBJECTIVES Student outcomes will include preparation for the potential challenges associated with non-native employment and/or living situations and expansion of awareness that such employment and/or living is a possibility for consideration within one's career plans. Specifically, we will seek an awareness that world views are not universally shared; a recognition of how world systems are interdependent; and an understanding of how developments in other countries may be of relevance to one's career planning.

ASSIGNMENTS Each student will read at least one chapter or section from any of the listed resources (q.v.) and write a two-page summary and personal reaction on the material. Summary: What was the chapter or section about? Personal reaction: What is your personal opinion? What relevance does it have to you, now or later? Be sure to cite the title and page numbers. This will be shared in class.

ACTIVITIES During the second week of class, the "Assessment Survey of Global Perspective" will be presented via overhead to the class. Students will be asked to respond publicly to the twenty items along a 5-point scale ranging from "strongly agree" to "disagree". A tally will be kept on the board for all to see. Discussion of varying points of view (especially diametrically opposing ones) will be elicited. The objective of this initial activity is to introduce the class to the concept of global perspectives, illustrate differences of opinion with regard to perspectives, allow for learning from others' views, and general expansion of awareness with regard to un-examined assumptions. Subsequent to guided class discussion of the topics, a brief reading from a contemporary, relevant source (newspaper, magazine, or journal article addressing international career development) will be distributed and reviewed. The objective of this exercise is closure of the activity and "stage setting" for future modules in terms of relevance and information receptivity.

The following exercises from L. Robert Kohls' Developing Intercultural Awareness will be performed in class. They are particularly apropos to the work values section of the course.

DISCOVERING AMERICAN VALUES THROUGH AMERICAN PROVERBS

1. Write on the blackboard or flip chart:
   Cleanliness is next to godliness.
   Time is money.
   A woman's place is in the home.*
   Little children should be seen and not heard.

2. Ask everyone in the group to take 10 to 15 minutes to write down all the American axioms and proverbs they have heard over and over again. (If any foreign students are in the group, have them do the same for their countries.)

3. Then share and collect by writing on the blackboard or flip chart.

4. Then, next to each axiom, determine (as a group) what value is being taught.

Examples:	Values:
Cleanliness is next to godliness	Cleanliness
Time is money	Value of time; time thriftiness
A penny saved is a penny earned	Thriftiness
Birds of a feather flock together	Guilt through association
Don't cry over spilt milk	Practicality
Waste not; want not	Frugality
Early to bed; early to rise	Diligence
God helps those who help themselves	Initiative
It's not whether you win or lose	Good sportsmanship
A man's home is his castle	Privacy; private property
No rest for the wicked	Guilt; work ethic
You've made your bed; now sleep in it	Responsibility

These are only a few, very random examples. The list is endless, but the point has been made. With only a dozen or so axioms, you have a pretty good list of American values being expressed.

You might want to have the group brainstorm other basic American values that are not on the list.

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* This is intended to be provocative.

MOST COMMON STEREOTYPES OF AMERICANS HELD BY FOREIGNERS

- Outgoing, Friendly
- Informal
- Loud, Rude, Boastful, Immature
- Hard working
- Extravagant, Wasteful
- Think they have all the answers
- Not class conscious
- Disrespectful of authority
- Racially prejudiced
- Know little about other countries
- All American women are promiscuous
- All wealthy
- Generous
- Many hippies
- Always in a hurry

This is by no means a complete list. Add your own.

INTERCULTURAL HYPOTHESES

1. Human beings are creators of culture.
2. Each group developed its own culture, thousands of years ago, in isolation.
3. Each group found its own ways to solve mankind's ten basic problems:
    - Food
    - Clothing
    - Shelter
    - Family Organization
    - Social Organization
    - Government
    - War/Protection
    - Arts/Crafts
    - Knowledge/Science
    - Religion
4. It is inevitable that different groups would develop different solutions to these ten problems.
5. There are no absolutely "right" responses--only "right" or "wrong" responses within any given culture. One culture is not "better" or "worse"--only different from another.
6. However, each culture thinks its own ways are superior (=ethnocentricity).
7. All children raised into a particular culture are enculturated into that culture's "right" ways.
8. There is no problem of a cross-cultural nature when a person stays in his/her own culture.
9. Problems of an intercultural nature occur when a person who has been enculturated into one culture is suddenly dumped into another very different culture, or when a person of one culture tries to communicate with a person of another culture.

In addition, students will view the video (28:00) from the Going International series entitled "Bridging the Culture Gap" and write three observations they make that relate to career development in an non-USA environment.

FACULTY MEMBER: Ellen Johnson

TITLE: Multiculturalism and American Education (16 pages)

COURSE: Education 100

DESCRIPTION: This module is intended to be a week-long unit, although it includes a variety of options and suggested activities which could easily expand its time-frame, and it is designed so as to be incorporated into an Introduction to Education course. At College of DuPage, this course is generally the first course taken by prospective teachers, often during their first year of college. At College of DuPage, a "week" consists of five fifty-minute periods.

What is emerging as the most significant educational issue of the 1990s is multiculturalism, and how to deal with it appropriately, and this unit is designed to help students understand some aspects and parameters of this issue. The unit is subdivided into five topics, one per day: 1.) multiculturalism and multicultural education, 2.) the immigrant experience, 3.) majorities and minorities, 4.) family and cultural background, and 5.) relating and communicating cross-culturally.

ISSUES, BACKGROUND, RATIONALE

We are living in an era in which people with differing cultural backgrounds are increasingly coming into contact with each other. This is occurring not only in international tourism and business, but in many facets of life, especially since there is considerable migration of people(s). Minority populations are also growing and spreading out. In the United States, the percentages of blacks, Hispanics, and Asians in the population are increasing much more rapidly than the white majority. Also, minorities are not "melting" into an American "pot," as was the image used to describe American society before. Rather, we have a "stew," in which there may be some blending of ethnic cultures in the gravy, but a chunk of carrot remains identifiably a carrot.

This change in United States society has important implications for educators. School administrators may have difficulty dealing with heterogeneous communities or communities different from "school culture" or from the administrators' own background. Likewise, teachers may be faced with culturally different students whose ways they don't understand. Students are likely to have some difficulties dealing with each other because of cultural factors and boundaries. Misunderstandings and tensions are, in fact, already increasing. Racial and ethnic incidents in schools and on campuses are more and more frequent.

What can educators do about this? First, they can be aware of the nature of multiculturalism and cognizant of the character of our multicultural society and the potential for problems. Second, they can understand the significance of cultural experience and background and how they can affect students' values, attitudes, and behaviors as well as teaching and learning situations and interactions. Third, they can be aware of ways of communicating and relating across cultural boundaries, ways that could be helpful to themselves and to their students. And, fourth, they can become more self-aware and aware of others, this awareness including not only differences but also similarities. It is essential that we all come to understand that "America" (the United States....after all, as one student reminded me, Mexicans are Americans, also) has changed. These culturally different folks (different from some "majority," whatever that is) and their children will be, or are, Americans ("U.S.ians"?), also. The United States culture is all of us and our ways of living.

STUDENT COMPETENCIES/ OBJECTIVES

Five class sessions is a very short time in which to introduce prospective teachers to multiculturalism and multicultural education. Thus, the goal of this module is simply to make them aware that they need to learn more about the whole area to be effective teachers.

Specific objectives of the unit include the following:

1. Students should be able to describe in general terms the changing demographic pattern in the United States.
2. Students should be able to define multicultural education and discuss some issues related to it.
3. Students should be aware of how schooling and other cultural experiences (e.g. home life, political situations) of children can affect their responses and experience in "American" schools. Refugee experiences would be included here.
4. Students should be able to describe how being a minority person can affect students and their schooling.
5. Students should be able to demonstrate how family background and cultural rules can influence school performance of students.
6. Students should value improving their ability to communicate cross-culturally.

SECTION ONE: MULTICULTURALISM AND MULTICULTURAL EDUCATION:

Multiculturalism is an extremely broad and complex topic that is intimately related to other complex topics. Three of these which will be relevant for this unit are categories and boundaries, the self and identity formation, and power and politics.

Individuals tend to be categorized into groups just by the very way we talk about people, by the nature of language. We link up some individuals and set them apart from others. Somehow, they are seen as being more like each other than like others. Thus, we can speak of people in a group and group boundaries. There may be "core" and "fringe" members, and some people may exist within two groups or be on the boundaries (e.g. bilinguals or bi-cultural people). When we focus on the categories, however, we separate people and focus on their differences. We get "us" and "them." Stereotypes can also become associated with group membership, which becomes a problem when the stereotypes are used for discriminatory purposes. Thus, what we do naturally (divide the world into categories) can lead to prejudice and discrimination, especially when "they" are seen as culturally different from "us".

Each of us creates a self as he/she interacts with life experiences and with others. This self, or identity, plays a crucial role in our confidence and in our ability to interact successfully in further experiences. Education in our own language, our mother-tongue, can be an important aspect of fostering identity, as can education about the background of our specific culture. On the other hand, such education can also divide us from others. If we become educated as African-Americans, Italian-Americans, Mexican-Americans, etc., when will we be just "Americans" and how will we learn to relate to other Americans?

Power and politics are very much related to multicultural education. Education can be used by a society to keep those in power in power and to "keep others down." It can be used to change people to be what you want them to be. If they don't like it, they can drop out. And this is what many blacks, Hispanics, and native Americans are doing. Education, however, can also be viewed as a way for people to create better lives for themselves and for their group, especially if they can design their own education. Thus, education can be used for power or for empowerment. It is essentially political. And a subculture's cup can be seen as half-empty or half-full; they can view themselves or be viewed as victims, or they can be seen as becoming empowered.

Diversity and similarity between people and between groups of people "just is." We need to recognize both the differences and the similarities and accept and respect ourselves and others.

FACULTY MEMBER: Peter T. Klassen

TITLE: Cross National Comparisons of Qualities of Life With Political and Economic Institutions (37 pages)

COURSE: Sociology 100

MODULE DESCRIPTION:

This module was designed for use with the Political and Economic Institutions chapter in a Sociology 100: Introduction course. It utilizes international data comparing health and quality of life standards with social institutions among major nations representative of major economic - political systems. The module utilizes computer based international data.

The module may be presented in a classroom setting or through assignment using a computer. The module is designed to promote interaction of students with the process of inquiry.

STUDENT OBJECTIVES:

As a result of completing this module:

A student compares the United States with two other nations on three to six characteristics.

A student interprets the social context of differences in these characteristics as related to the social context.

A student describes general patterns of social variation among major nations of the world.

A student may develop an understanding that social factors influence health and quality of life.

EVALUATION:

Evaluation of student performance depends on faculty style. My personal preference is to use student worksheets as an evaluation of understanding, as well as a measure of commensurate reward (grade).

BIBLIOGRAPHY:

Kohn, Melvin L. 1897. "Cross-National Research as an Analytic Strategy." *American Sociological Review,* 52:713-731.

Szafran, Robert. 1987. *50 Nations Show Case: Presentational Software.* West Lafayette, In., MicroCase Corporation.

QUALITIES OF LIFE IN ECONOMIC AND POLITICAL SYSTEMS LESSON

The nations of the world are very different in their life styles. We may see images of these differences on television. We see images of starving children. We are told how students in JAPAN are better educated than those in the United States. Each of these reports adds one more building block to our understanding of the world. Less often we may hear reports which compare several nations of the world on a single characteristic. In the most analytic of presentations we may hear how one characteristic in a series of nations is related to another.

This module provides you with the opportunity to explore some of these ideas.

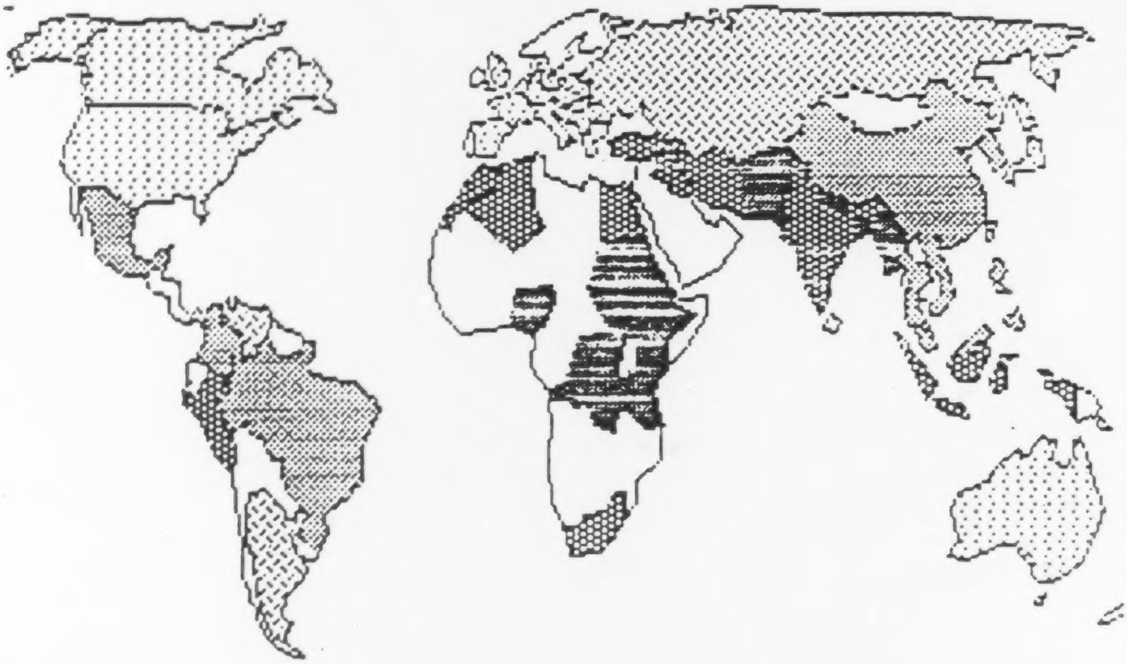
In these explorations one may consider a wide variety of indicators measuring quality of life. It is important to remember that these indicators may not have similar values in each society. For example, having many residential rooms per persons may show wealth in the United States, at the same time it shows social isolation in some other country.

The variety of indicators of quality of life include the following:

A. Life expectancy
B. Calories per capita
C. Health Index
D. Gross National Product
E. GNP Growth
F. Economics Index
G. Inequality
H. Poverty (Adjpoverty)
I. Literacy
J. High School attendance rates [V54]
K. TV or radios per capita
L. Human Rights

From this list, higher life expectancy is one national characteristic that may be of value as an outcome of value as representing a higher quality of life. Eventually we will explore what other characteristics in a nation may contribute to higher life expectancy, but let's start be looking at this one variable.

If you have access to *50 NATIONS: SHOWCASE* you may work through the following explanation. Enter *50 NATIONS*, press <Return> and wait for the full screen then repeat pressing <Return> until you see the **MAIN MENU**. Next press <1> to select a data set. Press <1> again to select the **WORLD** data set. Press <Return> to by-pass highlighting a case. You should be back at the **MAIN MENU**. If not, pressing <Return> will probably get you there. From the **MAIN MENU** press <2> to select the **MAP and LIST VARIABLES** option. Type either <18> the variable number, or <LIFEEXPECT> the variable name. Then examine the following map.



Average # of years a newborn can expect to live, 1985 (Source: WPDS)

Since there is data for each of the fifty nations, the darkest appearing countries have the lowest life expectancy, and the lightest countries including the United States, have the highest life expectancy. If you are looking at the computer monitor the colors in central Africa indicate the low end of a range with the United States and Europe at the higher end of the range. This map gives us a general impression, but some of the countries are too small to judge. Also, since the map presents only four gradients of rank, some important details may be lost.

In order to examine the data in greater detail press <L> when viewing the map. This will result in a listing of each of the nations values on this characteristic.

The list for life expectancy followings.

AFGHANISTAN	39
ETHIOPIA	41
NIGERIA	49
SUDAN	49
BANGLADESH	50
PAKISTAN	50
ZAIRE	51
NEPAL	52
TANZANIA	52
BURMA	53
KENYA	54
INDIA	55
SOUTH AFRICA	56
IRAN	57
INDONESIA	58
EGYPT	59
ALGERIA	60
MOROCCO	60
PERU	60
IRAQ	62
TURKEY	62
THAILAND	63
VIETNAM	63
BRAZIL	65
COLOMBIA	65
NORTH KOREA	65
PHILIPPINES	65
CHINA	66
MALAYSIA	67
MEXICO	67
SOUTH KOREA	67
SOVIET UNION	69
VENEZUELA	69
ARGENTINA	70
SRI LANKA	70
CZECHOSLOVAKIA	71
POLAND	71
ROMANIA	71
YUGOSLAVIA	71
EAST GERMANY	73
TAIWAN	73
UNITED KINGDOM	74
WEST GERMANY	74
FRANCE	75
ITALY	75
UNITES STATES	75
AUSTRALIA	76
CANADA	76
SPAIN	76
JAPAN	77

From this list it is possible to see that JAPAN has the greatest life expectancy at 77 years, the United States at 75, and Afghanistan at 39. Press <Return> to return to the **MAIN MENU**.

What differences in these nations might account for the range of life expectancies? Three possibilities might be considered. They are: 1) available food, 2) means of subsistence and 3) health care. Let's consider each of these in some detail.

First, there are differences in the available food among these nations. The starvation and food shortages in Ethiopia and Sudan have been in the news for the past several years.

FACULTY MEMBER: Peter T. Klassen

TITLE: Cross National Comparisons of Crime, Law and Society
(40 pages)

COURSE: Sociology 230

MODULE DESCRIPTION:

This module was designed for use in Crime Law and Society, Sociology 230. It utilizes international data comparing reported crime with social institutions. The module utilizes international data in a computerized data bank.

The module may be presented in a classroom setting or through assignment using a computer. The module is designed to promote interaction of students with the process of inquiry.

STUDENT OBJECTIVES:

As a result of completing this module:

A student compares the United States with two other nations on three to six characteristics.

A student interprets the social context of differences in these characteristics as related to the social context.

A student describes general patterns of social variation among major nations of the world.

A student may develop an understanding that social factors influence crime.

EVALUATION:

Evaluation of student performance depends on faculty style. My personal preference is to use student worksheets as an evaluation of understanding, as well as a measure of commensurate reward (grade).

CRIME AND SOCIAL SYSTEMS LESSON

The issue of comparing crime among nations interests researchers. Theories which try to explain differences between crime rates usually imply judgement about the "best" social systems. The argument for conducting the research is that the differences among nations gives the researcher a wide variation in the social conditions and systems, than using only one nation. The hardest part of conducting this type of research is the adequacy of the data.

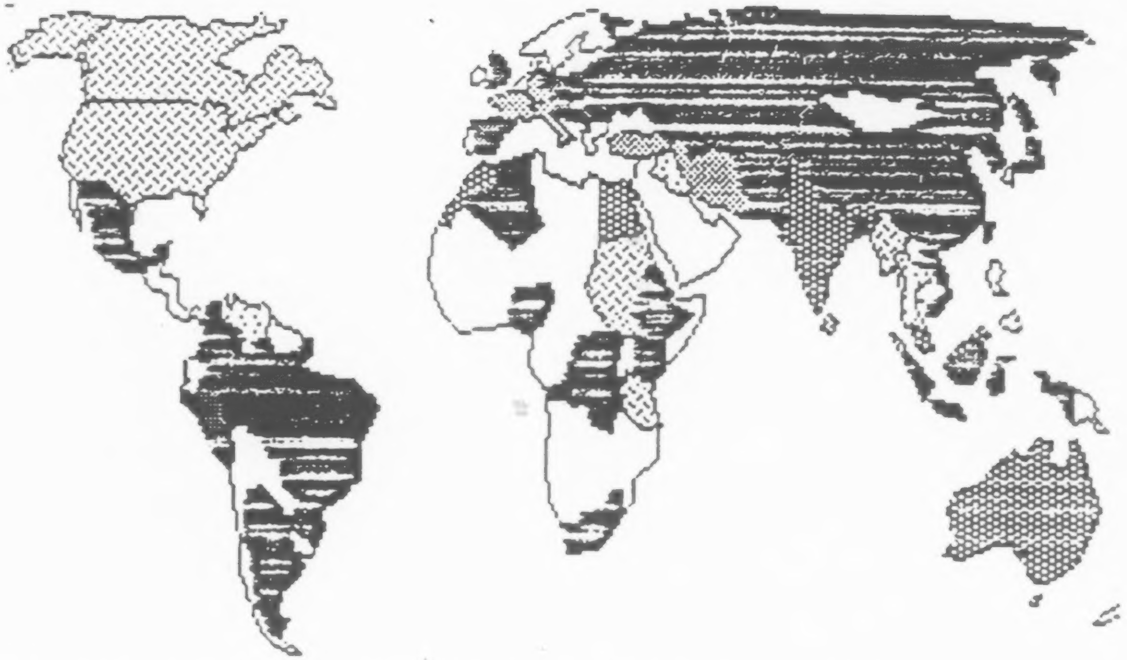
A major problem faced by researchers is that the available data is limited. Both the United Nations and INTERPOL collect crime data. However, the published data sets seldom include information from communist countries. In the data sets which follow we have about twenty-six (26) nations, rather than the total fifty (50).

Even when data is available, two other issues must be considered. First, the reliability of the data may need to be examined. In some countries there are political pressures to present a positive picture to the world. In this situation, the reporting of high crime statistics might be discouraged and the reported numbers pressured down. Since these data are drawn from published research article, we rest their acceptance on the arguments from the original researchers.

A second problem with reported statistics is that of definition. The categories of crime are dependent on social definitions. Thus, drinking alcohol if repeated three times in a Muslim country, may be punished by death (Johnson cited in Schmalleger, 1991.) To minimize the problem of different definitions we use the broadest categories of crime, homicide, and property crime rather than more specific breakdowns.

If you have access to *50 NATIONS: SHOWCASE* you may work through the following explanation. Enter *50 NATIONS,* press <Return> and wait for the full screen then repeat pressing <Return> until you see the **MAIN MENU**. Next press <1> to select a data set. Press <1> again to select the **WORLD** data set. Press <Return> to by-pass highlighting a case. You should be back at the **MAIN MENU**. If not, pressing <Return> will probably get you there. From the **MAIN MENU** press <2> to select the **MAP and LIST VARIABLES** option. Type either <117> the variable number, or <HOMICIDE> the variable name. Then examine the following map.

Since there is data for only twenty-six (26) of the nations, note that those with missing data are solid black on the printed map. If you are looking at a monitor, check the screen color so that you can recognize the difference between missing data for China and low numbers such a Spain. This map give us a general impression, but some of the countries are too small to judge. Also since the map presents only four



Standardized HOMICIDE Rates 1986
(Deane)

gradients some important details may be lost.

In order to examine the data in greater detail press <L> when viewing the map. This will result in a listing of each of the nations values on the mapped characteristics. Notice that in the following list -99 indicated that the value for that country on this characteristic is MISSING.

The list for the adjusted HOMICIDE rate is as follows:

SPAIN	1.38	IRAN	5.29
SOUTH KOREA	1.41	WEST GERMANY	5.50
INDONESIA	1.42	TURKEY	5.65
JAPAN	1.64	SRI LANKA	6.10
UNITED KINGDOM	1.87	CANADA	6.35
PERU	2.60	SUDAN	6.36
MALAYSIA	2.77	BURMA	7.28
MOROCCO	2.78	TANZANIA	7.70
EGYPT	3.13	UNITES STATES	10.22
AUSTRALIA	3.32	VENEZUELA	15.44
INDIA	3.64	PHILIPPINES	16.35
ITALY	4.02	IRAQ	18.37
FRANCE	4.76	THAILAND	27.47

What differences in these nations might account for the differences in homicide rates? In answering this question theory may provide guidance. Durkheim and other mass society theorists proposes that economic development and urbanization lead to more breakdown in society. This relationship has been rejected based on quantitative studies. However, we will confirm the rejection of this social breakdown theory. Recently, Blau and Schwartz (1984) and Messner (1982 and 1989) propose that the inequality in developed societies causes individuals to reactively express resentment those around them in the form of higher homicide rates.

> Consolidated inequalities thus tend to produce "pent-up hostility and violence" ([Blau and Schwartz] p. 180). The widely reported finding that criminal violence, including homicide, is often directed at those in similar social positions in no way vitiates the logic of the macrosocial argument. The victims of criminal violence are likely to be convenient targets, even though the root cause of the violence might be the "diffuse hostility" generated by consolidated inequalities (p.598)

Based on these theories, three hypothesis may be formed and tested.

First, if Durkheim's proposition that development changes the social order through reduced social control is correct then:
$H_{Durkheim}$: There is a positive relationship between development and homicide.

Further, if urbanization leads to less social control then:
H_{Urban}: There is a positive relationship between urbanization and homicide.

Next, if Blau and Schwartz (1984), and Messner (1982 and 1989) are correct then:
H_{BSM}: There is a positive relationship between inequality and homicide.

The *50 Nations* data set contains variables measuring percent urban in each nation, inequality, and homicide. One must choose among several measures of development. One option is to use one of three measure of subsistence. Percent of agricultural jobs, percent industrial jobs, and percent service jobs are all available to measure development. The Gross National Product (GNP) is also available. Based on examination of several models using both GNP and the percent of labor force in the agricultural, industrial and service sectors I choose to use GNP in this exercise.[1] We know that one of the comparisons we want to make is with inequality <INEQUAL>. In this examination, one needs to separate the impact of development from inequality. However, previous research has shown that as development proceeds inequality is reduced. But this relationship is not as direct as it sounds. In order to evaluate this consider the following correlations and regressions.

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[1] For those interested in exploring the similarities and differences that the use of these variables makes on the models, you may wish to run the following exercise substituting %agjobs, %indjobs, and %serjobs for GNP. Consider the following questions: What are the similarities and differences in the models? Would the use of one or the other of these variables make a difference in the general conclusions?

FACULTY MEMBER David McGrath

TITLE English 103 Composition, International Revision (26 pages)

DESCRIPTION English 103 builds upon the achievements of English 101 and 102. Students are required to apply these skills to longer and more specialized written projects, including the research paper. The focus is upon the students' independence and their abilities to prepare and organize materials to support a particular purpose or thesis. The course guides the students in developing skills in reading and researching more extensive and diverse materials and in synthesizing those materials into an informed viewpoint.

The International Revision of 103 is a course whose goal is for the students to write comprehensive research papers on international topics, using conventions of academic discourse. They will gain skills in researching, summarizing, synthesizing, organizing, categorizing, subordinating, editing, and writing, while simultaneously experiencing immersion and insights into other world cultures. Standard composition units and models will be adapted for an international focus, and activities will be geared to assist students in the completion of each of their term papers on variegated international topics. In short, this course will produce a student capable of conducting research and writing a formal paper in any field, making him or her thoroughly versed on an international topic.

BACKGROUND For too long the American community college student has been ensconced in a cocoon of isolationism. He has read western history, economics and political science, and he has contemplated and discussed western philosophy, religion and art. His experience has been confined to Euro-state-centered schools of thought in medicine, psychology, technology and science; and his exposure to poetry, theater and all other literature has been primarily in an American or British context. The language of his entire educational dossier has been strictly English, both for the transmission and compilation. An educational orientation other than Anglo would have been considered absurd.

RATIONALE The perpetuation of this tradition has put the American student at a disadvantage in his educational journey, as surely as if he were fitted with periphery blinders before being sent out onto a busy expressway. This truth came crashing into American consciousness when national failures like Viet Nam in the seventies and Iran in the eighties demonstrated that the ignorance resultant of the aforementioned isolationism left this country ill-equipped to deal with international problems in a shrinking world. The importance of international education was made manifest to enable "...the United States to devise effective and responsible policies in this changing world," in which "a society's perceptions and interests arise from its specific resource base and cultural context" (Ann Kelleher).

ISSUES Where to start? How about everywhere and anywhere! A college composition course in which students select from a myriad of topics for the purpose of research and writing is the ideal vehicle for initial international exposure, for several reasons. First, it allows the student to pursue an individual interest, as opposed to a course or module with a specified content. Secondly, the independent research mode of English 103 has built-in motivation and fulfillment factors, which would reinforce international content and principles learned. Thirdly, through cooperative education and ultimate sharing of project findings, students will be exposed to up to 25 detailed studies and chronicled research experiences in the international field.

One student might choose to do a comparative study of marriage ceremonies in African countries, while another researches the history of tribal dissidence that continues to influence culture and class in Southeast Asia today. A third student might decide to explore cultural aspects of one society like Samoa, and yet a fourth may wish to determine the commonality in the religious beliefs of all North American native cultures. The hope is that 25 students will zealously hunt for and report on 25 choice topics (the only restriction being that each has an international orientation). The skills taught in Regular English 103 will comprise the media for a varietal and enriching international education experience.

Clearly, for the purpose of motivation, interest maintenance, and lesson retention, students will be encouraged to select their own topics for research. This means that the class as a whole will be involved in 25 different international content issues through the 10 week course. But other issues that will be directly addressed, in conjunction with the international content, will be the following English 103 Composition principles:

- The design of heuristics for generation of topics.
- Purposes of documented essays.
- Theories of conducting research.
- Criteria for evaluating source material.
- The practicality of note cards and notes.
- Distinctions between summaries and paraphrases.
- The debate over use of quotations.
- Incorporation of source material into the essay.
- The problem of plagiarism.
- The indispensability of transitions.
- Outlines for assembly of ideas.
- MLA methods for citations and bibliography.
- The need for formal discourse.

STUDENT OBJECTIVES

To complete a formal, documented research paper in accordance with MLA style prescription.

To choose and then restrict an international topic for a 2,000 to 4,000 word essay.

To become skilled in conventions of academic discourse.

To incorporate summaries, paraphrases and quotations from primary and secondary sources into a formal essay.

To utilize subordinating, sorting and clustering techniques in the planning of a research paper on an international topic.

To develop independence in the research process.

To discover and enjoy the benefits to be derived from the research paper odyssey.

To select and locate in the Media Center the resource material on international topics deemed necessary to support a thesis.

To utilize the Human Relations Area Files to acquire comprehensive information on international topics.

To organize, prioritize and subordinate voluminous and diverse data for incorporation into a unified and coherent research paper.

To become an expert of sorts in a particular field of international study.

To accumulate, judge and then select information relevant to the thesis' focus.

To develop a receptive disposition for ideas, practices, philosophies, values, etc., of other cultures.

To appreciate the differences in various aspects of life in non-western cultures, and to form new opinions of self and humankind based on the new knowledge.

To eschew isolationism and closed-mindedness in the educational arena, thereby developing greater capacity to learn and decipher truth.

FACULTY MEMBER: Tom Montgomery-Fate

TITLE: Indoctrination or Liberation =
(MODULE) Rethinking Educational Models in the U.S. and South Africa

COURSE: English 103 (22 pages)

DESCRIPTION: This module is geared for English composition and other interested classes. It might be particularly useful in required intro courses for education majors, as it may cause students to more seriously consider educational models from other cultures. Though I concentrate on South Africa (largely due to the fact that this is a module and not an entire course), nearly any international context could be used. I chose South Africa because it is frequently in the news, and because it is vastly different from the American context.

Getting started: Day one. Start by asking students to define the word "education" in one sentence. Go around and have them read these definitions aloud. Discuss. Next have them break into small groups and compare and contrast these responses. Then have each group cooperatively write a paragraph long definition. Discuss these.

The above mentioned initial exercise suggests the major focus of the module, which is attempting to define the word "education." Later on the instructor will share the Latin roots of the word ("education"), which mean "to draw" or "to lead out." The focus of the module is on students figuring out:

a) What are they being *drawn out of* and *led toward* via their college and other educational experience; and b) what are folks in various international contexts (primarily South Africa in this module) being drawn out of and led toward. Then, via critical writing/thinking exercises and discussion, we will consider if there are any relationships (negative and/or positive) between the two disparate educational contexts and what those relationships are. A key focus will be on educational models that are *indoctrinating* opposed to *liberating* for students. There are a myriad of issues that will stem from these two key terms.

The module should foster students first analyzing and then contrasting their own educational experiences with those provided them from South Africa and other international contexts.* They will be expected to be both analytical and anecdotal in their written responses (as modeled by the required readings).

If there is time (approx. another week of class time) Athol Fugard's play *My Children! My Africa!* should be incorporated, along with the attached student reading guide. This involving, insightful play provides a literary opportunity to understand many of the above issues on a much deeper level.

* An international student in the class could also provide an ideal complement to the text (i.e. his/her first hand account of the educational process in his/her homeland).

STUDENT LEARNING OBJECTIVES

1. That students will understand the difference between connotation and denotation and the implications of this understanding for critical reading and writing.

2. That students will gain a broader understanding of U.S. educational models and motives via the study and analysis of the educational process in other cultures (primarily South Africa). In this process students should consider the idea that any "true" definition of education is culture-relative, and that the "truth" of any definition evolves from a broad understanding of many educational models.

3. That students reconsider and analyze a few basic educational models and pedagogies that have been determined "normative" by the western world (i.e. the "banking" model).

4. That students consider how an education can potentially liberate or indoctrinate in any culture.

5. That students will understand how to write an extended definition essay (defining education), and in the process learn how to weave anecdotes and analysis to create greater authority.

6. That students will begin to understand the relationship between the socio-political context and the respective country's predominant definition of education (again particularly in S. Africa).

7. That students will make clear connections between the reading/writing/discussion and their daily lives.

8. That students learn how to critically read and analyze a play (My Children! My Africa!).

EXERCISE: CONNOTATION/ DENOTATION

*Adapt the following writing/thinking exercises to fit your class focus and time constraints.

Discuss the difference between denotation and connotation using terms related to the subject matter (S. Africa). Ask students to explain the denotation of the word "black," and of "white." Now ask for the connotations of these same terms. Discuss where these connotations come from. Why do some of us have different connotations than others? Why do some of the denotations even vary? (Example: white is "a color" or it is "the absence of color.")

Take this one step further. Discuss the term "black on black" violence (referring to the South African context).

What are the connotations and the denotation of this term? Why is this term used? Who does it benefit? Who does it harm? Why?

This will hopefully lead to a short discussion of the immense political power of language--of connotations.

Now reverse this process. Ask students to write the connotations of the word "discriminate." Often times these are negative, related to racism. Now ask students to write the denotation of the word. Students are often surprised to learn that the word actually suggests a positive quality - that the ability to discriminate between truth and falsehood, between love and infatuation, between a bruised and broken bone, is good and helpful.

This is a worthwhile word to introduce since it is commonly used in "racial discrimination," and because students will need to learn to "discriminate" between different educational models, between indoctrination and liberation.

PRACTICE Writing Assignment: In two separate paragraphs describe the connotations and denotation of two of the following words:
rain, love, education, liberation, indoctrination, black, white, success, soldier

Writing Assignments The following assignments are options which might be used with this module (#1 would be particularly good in preparation), depending on how much writing you wish to assign. I would suggest two to three pages for each assignment. But, if there is time for only one writing assignment, I would strongly encourage the extended definition (#4), since it is more integrative.

1. Choose a life-changing or crucial learning experience in your life. This should constitute the bulk of your paper (perhaps 2/3-3/4). Describe (show) it carefully. Involve the reader. Write for the senses. You can still write in the first person, as there is no need to assume a business-like, removed tone. Experiment. Consider several experiences. Assume you will false start. Focus on quality, not quantity--on a particular experience that characterized learning for you. These may include: a death, a job interview, a new job, an emotional breakdown, accepting/understanding a divorce, a situation that required more maturity/experience than you had. (No broken romances please).

Now, in the conclusion, reflect on a) exactly what you learned, and b) how that kind of learning is different from institutional or academic learning. Is it as important? Why? Perhaps you will incorporate some of the ideas from the reading/discussion in this part of the paper.

2. Define the purpose of a college education, then design a

general education core curriculum which would support those purposes. Choose the basic areas (five perhaps?) that you think all students need to take coursework in (general education requirements?) in order to be "educated." Explain why they are important. Let these required areas reflect your definition of the purpose of a college education. Should college be narrow minded and specialized. Should it be mainly vocational prep? Is it a place of discovery or a necessary hurdle? What is it preparing us for?

3. Use one of the quotes in the xeroxed packet as a springboard for a discussion of the value of high school (Paul Goodman), the importance of institutional vs. non-institutional learning in your life (Emerson), the most important things to learn in order to live life to the fullest (Allen Watts), the value of negative vs. Positive reinforcement in your learning (Diederich). USE SPECIFIC EXAMPLES FROM YOUR LIFE TO ILLUSTRATE YOUR POINT(S). Choose only ONE of the above topics!

4. AN EXTENDED DEFINITION OF EDUCATION
   Write an extended definition of education relying on Aloysius, Tsele, Goodman, the short definitions, and on your own experience. Some guidelines:
   a. Move between analysis and anecdotes.
   b. Consider the Latin roots of the word "education." Are they important to your definition?
   c. Consider what your definition suggests are the purposes of an education.
   d. Reflect on the difference (compare and contrast) between a First and Third World education (Alyosius and Tsele vs. you). What could we learn from their way of doing things? What could they learn from ours? What are the implications?
   e. Reflect on whether the education you have received thus far has been geared towards indoctrination or liberation. Why do you think this is?

Throughout your paper be sure to use specific examples from the reading and/or your experience to support your claims. Bring a rough outline/idea sketch with you to the next class so we can discuss approaches. See me if you have any questions or concerns.

FACULTY MEMBER: Tom Montgomery-Fate

TITLE: HOPE AND STRUGGLE: VOICES FROM THE THIRD WORLD (79 pages)

COURSE DESCRIPTION

The intent of this course is to go beyond an intellectual and academic understanding of the Third World. Students will not only read and discuss autobiographies by several Third World authors, but they will meet with representatives from each of these contexts (El Salvador, Guatemala, South Africa, the Pine Ridge Indian Reservation, etc.) in order to understand the culture with greater integrity and personal involvement. The course will continually move from print to person. The third world "voices" the title refers to will in fact come from human beings as well as texts. Another unique aspect of this course is that there will be a required day-long field experience. This urban immersion should occur during the last half of the quarter and is meant to provide students with an opportunity to more fully understand the Third World. Finally, students are required to conduct and write up an interview with a representative from the Third World. This direct "encounter" with the Third World, along with the guest speakers and field experience are all overtly directed at fostering the students' "whole person" participation and understanding in the course. One of the key objectives of the course is to regularly elicit not only students' intellectual responses and understandings, but physical, emotional, and spiritual ones as well. Regular use of multi-media, of film, music and even dance, are also helpful toward this end.

The remaining focus of the course is on autobiography as a genre. By exploring the multiple intentions and uses of autobiography in both the First and Third Worlds, students are able to make greater socio-economic and cultural connections between these respective contexts. The attached notes suggest some lines of discussion around this theme.

* Arranging for the speakers does take a lot of work and they are not essential to teach the course, but my experience has been that they greatly enhance the level of student understanding and involvement in the texts.

RATIONALE

Students should assume some of the responsibility for establishing the rationale for the course. One of the first reading assignments is the attached article from Newsweek ("Beyond the Melting Pot"), which suggests the demographic rationale. The Third World is coming to the First World! The one time majority (whites--those of Western European descent) will soon evolve into the minority. This is of course a revelation to most students, and therefore seems to lend immediate relevancy to the course. This article can be paired with a powerful documentary film titled Buddha and the Blue Collar. This film also suggests the rationale for the course, in that it deals with key cultural issues and problems which evolve as the Third World comes to the First. The film examines the recently arrived Laotian community in Rockford, Illinois, and the difficulties (racist projection and displacement) they have encountered there, largely due to their relative economic success in a city which is otherwise quite depressed economically. The film also carefully depicts the interaction between Vietnam veterans and the Laotians, which provides a wonderful opportunity for class discussion of the interrelatedness of international politics and the evolving demography. This may give rise to important related questions like: "Why have all of the wars in the past four decades been fought in the Third World?"

We also work hard early in the course to define what the Third World is (see attached generic definition). We discuss alternative definitions, implicit connotations, stereotypes, and where they come from. Discussing the renaming of the Third World as the "Two-Thirds World" (i.e. population rather than level of "development") is important in this definition process. A simple concrete activity to stimulate initial discussion of a definition is to go around the circle once or twice having each student fill in the blank with one word: The Third World is ________________. Have them use a noun first and then a gerund. Then try the same thing with: People from the Third World are ________. You might then ask who has already had some experience in the Third World. The most common responses of my students to this question are places like Jamaica, Cancun, Cozumel, etc. etc. These responses work well to push the class toward an understanding of how the Third and First worlds are linked.

Finally, if possible and appropriate, it may be worthwhile to look at the urban/suburban connection. College of Dupage is located in an extremely affluent suburb (the wealthiest county in Illinois); it epitomizes the First World. This is an important perspective to keep in mind, both in terms of how we read and respond to the texts and speakers, and how we view the urban immersion. It is too simplistic of course to generalize and claim that suburbia represents the First World and the teeming urban jungle represents the Third World. But the relationship of these "worlds" should be continually discussed and examined, lest we separate our own context and experiences from those of the authors and speakers. Critical reflection on the relationship between the First and Third Worlds should be encouraged throughout the course. This relationship should be examined on multiple levels--from both narrow (personal) and broad (international) perspectives.

This critical reflection need not be complicated. A simple example of a personal perspective is a student's realization that most of the people in visible good-paying positions in suburban businesses are white, where most of the folks from the Third World Mexican-American dishwashers and African-American maids or groundkeepers for example) are usually somewhere in the background, underpaid and out of sight. This then may lead to a broader socio-economic reality. The Dupage County "corporate corridor" has created a huge number of service sector jobs which suburbanites don't want. Many of these are filled by urban Third World folks who can't find jobs in the city. They have to make the reverse commute because they could never afford to live in suburbia. The next question is: How did this happen and is it a desirable economic situation?

* I always have the class sit in a circle so that they realize they share both power and responsibility for what happens in the classroom. It also becomes appropriate later in the course when discussing the role of the circle in Native American culture (i.e. Black Elk Speaks).

STUDENT OBJECTIVES*

1) That students will understand the complexity and inherent relativity of the terms "First World" and "Third World", as well as terms like "development," "communism," "democracy" "freedom," etc. etc.

2) That students will understand the historical and socio-political contexts of the varied third world settings where the autobiographies occur (South Africa, Honduras, El Salvador, Guatemala, Pine Ridge Indian Reservation, and Chicago for this course).

3) That students will make clear cross-cultural connections between the texts and speakers, and see reoccurring patterns in First--Third World relations. For example: What are the parallels between the religious faith of the Quiche in Guatemala and the Lakota in South Dakota? How was each religious tradition received by the First World (the whites and the Spanish)? How have they maintained their religious traditions?

4) That students will gain greater critical awareness of the existence of the First and Third Worlds in their own context, and in so doing begin to understand the various constructive and destructive relationships between them.

5) That students will understand via practice the Perception/Observation/Integration process of thinking about and writing about other cultures; that they will understand that this methodology suggests the inherent connection between critical thinking and critical writing.

6) That students will understand the Third World in emotional, physical, and spiritual ways (not just intellectually).

7) That students will gain a critical awareness of the multiple definitions (and metaphors) of "America" and "American" and how these definitions mesh or don't mesh with our rapidly diversifying society.

8) That students will learn to critically integrate and assimilate widely varied texts and media in their writing.

9) That students will meet and talk with representatives from varied third world contexts.

10) That students will begin to see the necessity of making overt connections between what they learn in the classroom and what goes on in their daily lives.

11) That students will learn how to conduct and write up an interview--how to mesh (and reconstruct) the interviewee, interviewer, the mood, and the setting in a powerful way.

* Many other student objectives are implied or mentioned overtly in the preceding course description.

JOURNALS AND OTHER WRITING ASSIGNMENTS

Respond directly to the readings, (both the books and the xerox packet), films, and the speakers. Try to write both *intuitively* (immediate reactions--how you *feel*) and *analytically* (about what those feelings might mean and where they come from). Also feel free to speculate, hypothesize, and ask questions. Journals are places to explore things we don't understand and to try to make connections between things that once seemed unrelated.

Respond to and analyze the lifestyle/culture of the writers/speakers. Compare and contrast their experiences with yours on some of the following.

marriage and sex roles (machismo)
definitions of success and/or justice
definitions of the "american dream"
the role of religion
the role of the family
day to day life as survival
a definition of a "communist"
definitions of "democracy"
definitions of "freedom"
definitions of "progress"
definitions of "development"
definitions of "education"

Respond to and analyze what the readings suggest about how the first and Two-Thirds worlds are in/dependent. Respond to the "autobiographical concepts" on the attached page.

FACULTY MEMBER Sharon Nichols

TITLE Cultural Geography of Africa: A Continent in Transition (68 pages)

COURSE DESCRIPTION

"Cultural Geography of Africa: A Continent in Transition" will focus on a geographical through cultural survey of the African continent. The purpose of this course is to provide information to students in order to enhance their understanding of the complexity as well as the range and scope of problems facing African nations. Students will learn the map of Africa in an exciting and interesting way, using visualization techniques developed by the instructor. In addition to map work, students will engage in comprehensive readings, individual projects, interactive group lesson modules, and critical thinking/problem solving activities. Through the study of specific issues and problems facing Africa, students will seek solutions to Africa's development problems and view Africa as a global participant in a rapidly changing world. Students will use a comparative/case study approach to exploring the general theme of "a continent in transition."

ISSUES/ BACKGROUND/ RATIONALE

We hear constantly that most Americans are woefully ignorant of geography. But what is most shocking is that we are almost totally ignorant of one of the largest continents and its people. In an era when the relationships among nations are changing rapidly, African nations may be expected to be ever more important in global political, economic, and cultural development. By studying Africa, not only can we learn about the differences and similarities among African peoples, but also the importance that Africa has always played in humankind's history. Indeed, we are truly all "Out of Africa," since eastern Africa's Great Rift Valley is considered the birthplace of the entire human race. In an era of Neo-Nazism and racism, stereotypes must be challenged. Only by learning African history and geography, can we truly know ourselves.

Further, students need to know that though the democracy movements of Eastern Europe have affected Africa, certain African nations are among the last holdouts of single-party, authoritarian rule. Why this is so and how Africans are likely to affect democracy are questions we will address in this class. What can be done to ease Africa's singularly wretched suffering? How can we as citizens of the West, best help African economies develop? By studying such questions, we challenge ourselves and our students to look at the world through new eyes. When students engage in enlightened critical thinking about Africa's diversity, its strengths and weaknesses, they become better informed, global citizens.

TEXTBOOK AND BIBLIOGRAPHIC SEARCH

Shockingly, there are no up-to-date quality American textbooks on the geography of Africa. A new text is due in 1992-93 school term, but not in time for this course, which was to be offered Spring 1991-92 school year. After diligently, but unsuccessfully searching for an acceptable textbook, I consulted with various faculty who teach this course in their respective universities and found that none to whom I spoke knew of good, current textbooks either. This was quite disappointing, but further supports the notion that Americans are not exposed to African geography courses. How could they be if the last truly great textbook was published in 1978 (Harm de Blij's text)?

Due to the lack of an adequate text, I have developed a "Selected Bibliography" consisting of an excellent range of articles. These readings will allow students to effectively study up-to-date information on the various issues and modules involved in the course.

We will also use Global Studies: Africa, Fourth Edition, by Dr. Jeff Ramsay, The Duskin Publishing Group, Inc., 1991, Sluice Dock, Guilford, Connecticut. Students will supplement their projects with Human Relations Area Files for case-study data.

AUDIO-VISUAL SUPPORT MATERIALS

Maps ordered through Title VI-A are Nystrom's "Raised Relief Map of Africa", Rand McNally's "Africa About 1815", and "Partition of Africa to 1935".

Videos ordered include "African Odyssey", "Serengeti Diary," "Africa Odd Man Out", "Curse of the Tropics", and "Mary Krigsley."

STUDENT COMPETENCIES AND COURSE OBJECTIVES

Students are expected to develop competencies in a range of critical thinking and problem-solving areas related to Africa's cultural and physical geography. The major course goal is for students to gain awareness and understanding of the cultural diversity and complexity of Africa and to understand Africa's great difficulty in resolving endemic problems. Modules and issues to be included in the study of Africa will develop competencies in understanding and relating to African cultures on their own terms, as well as learning the basic physical, cultural, and historical patterns in Africa. For the successful completion of this course, students will be able:
- to identify nation-states of Africa on comprehensive map exams
- to identify major physical, climatic, and cultural regions and sub-regions of Africa
- to identify the major linguistic and ethnic families of Africa
- to demonstrate knowledge of the pre-colonial and post-colonial history of Africa
- to synthesize information from various readings to develop a comprehensive understanding of African cultures, development issues and problems, and to assess Africa's future in light of such information
- to demonstrate familiarity with and comprehension of major themes, concepts, and terms that make Africa unique
- to develop a journal of "Facts and Issues" of interest to them regarding Africa
- to demonstrate expertise on a single issue or topic of their choice for formal presentation to the class
- to work successfully in small-group sessions to brainstorm and problem-solve specific lesson modules
- to remain up-dated on the status of specific issues, such as the dismantling of apartheid in South Africa, by reading and analyzing current events

FACULTY MEMBER	Raymond W. Olson
TITLE	Introduction to Sociology: A Comparative Approach
COURSE	Sociology 100 (85 pages)
OVERVIEW	This packet of materials is prepared to share with social science and sociology faculty who may have an interest in Japan or wish to try a comparative approach in their teaching. Within the literature there is much debate over what is the best approach to use in internationalizing a curriculum.
A COMPARATIVE HISTORICAL APPROACH TO INTERNATIONALIZING	There is no claim here to have the only answer,but how I internationalize the classes I teach is to use a comparative historical approach, which is an established research tradition in sociology. Societies are selected in which I either have some background about or in which I have a desire to learn more. Japan was selected because of its growing political and economic importance since the war and its closeness to the United States. Finally, Asian cultures and their histories are very interesting, yet significantly different from Western cultures, which helps "hook" students into a comparative perspective.
RATIONALE	This section begins with a rationale for using a comparative approach and identifies four themes that serve as threads to hold the course together and give it cohesion.
TEXTBOOK	It is assumed that all readers have access to the Macionis text or other basic Introductory Sociology textbooks that can serve as a foundation for the study of American society. The shorter paperback version of Macionis was adopted, since over 250 pages of articles on Japan are assigned.
SYLLABUS	The next part of the packet is the syllabus for the winter quarter 1992 course that was sponsored by title VI-A funds. The only difference between this syllabus and the one actually used in class is that several articles have been changed. Some articles didn't work with students and others were found later and were thought to be more useful. The articles assigned here are those I plan to use when teaching this class during the upcoming summer quarter.
ARTICLES ON JAPAN: NOTES AND STUDY QUESTIONS	Following the syllabus is found a section labeled "Teaching Notes and Study Questions for Articles on Japan." The teaching notes were specifically written to accompany these materials, and it is hoped they will help interested teachers decide if a particular article would be useful in their teaching. Bibliographical information on each article can be found in the syllabus.
AUDIO VISUAL AIDS	Next, you will find an audio-visual aids list on Japan with a brief written description of each item. Information that tells you where to rent or purchase each audio-visual aid follows the list of descriptions.

LIBRARY ASSIGNMENTS

A comparative library assignment introduces students to international literature found in scholarly journals. Included with it is a teacher's note and set of instructions on "How to Find a Social Science Article on Japan" prepared by Diana Fitzwater, our Social Science Reference Librarian. She is the person who works with my students each quarter when the class goes to the Learning Resource Center to find an international article.

PAPER ASSIGNMENT

A comparative paper assignment, including teaching notes, is the next instructional tool found in the packet. This has been an amazingly successful assignment for over four years and is an adaptation from a Political Science course assignment given at the University of California in Berkeley in 1986.

EVIDENCE WORKSHEET

A set of Evidence Worksheets is the next learning activity included in this packet. These tables and figures help students appreciate empirical evidence. Several of them provide an opportunity to compare Japan and the USA. Students also learn how to read a table. Class discussion about these tables and charts is consistently worthwhile.

DIAMOND STAR TOUR

A class tour was planned and taken to the Mitsubishi-owned Diamond Star Motors plant in Normal, Illinois. Teaching notes on why this learning activity was undertaken is included, along with student journal preparation instructions and eleven journal entries written by four of the fifteen students who took the tour.

STUDENT SELF-GRADING

One valuable learning and evaluation tool that may be unique is the student self-grading assignment. It includes a teacher note that explains the system, a sample student self grading form, and sample student answers to several questions that assess international learning. The syllabus explains how student self-grading fits into the overall course grading scheme.

LECTURE OUTLINES

The final item in this packet is an outline sketch of several comparative lectures that were presented in this class. The source of this material comes from books and articles, a review of what textbook writers say about Japan, and knowledge I gained while completing political science, history, anthropology, economics, and sociology course work on Japan. The United States and Japan are two very complicated societies and comparing them can be superficial and risky. The lectures are a tool for stimulating student thought and offer examples of a comparative and historical sociology approach.

Each outline is labeled with a concept, and the week it was used is indicated.

RATIONALE

WHY A COMPARATIVE APPROACH?

Sociologist Mark Hutter argues that "by using a comparative perspective, we gain both a better understanding of other people and a better understanding of ourselves." (7) This point has been proven over and over to me with College of DuPage students in the comparative Marriage and Family classes I have been offering since 1987. In that class Japanese and Chinese families have been selected for comparison. Both have family systems rooted in the Confucian tradition but they are at different levels of economic development. China has a huge growing population, while Japan is undergoing population decline. Economically, China is a socialist system, while Japan is a capitalist system. I first tried the comparative approach with Illinois Community College students while teaching three sociology classes in London, England, during a Semester Abroad Program. We found through this international experience that the comparative approach gave students a new set of lenses here (the British experience) from which to view American society. Having new lenses served to motivate students and gave them tools to begin questioning ethnocentric beliefs concerning the superiority of all things American.

TO TEST THEORIES

One goal of this comparative analysis of two societies, the United States and Japan, is to apply the basic theories and concepts of sociology to these two societies and test their universality. A second is to increase students' objectivity.

TO INCREASE OBJECTIVITY

Objectivity and emotional detachment are gained through comparative analysis, which makes the task of self-examination easier (Hutter 8).

TO VIEW USA WITH NEW LENSES

The comparative approach gives students a different perspective and increases their analytical skills and ability to examine our own systems (Hutter 8). Through the process of comparing Japan and the USA, students begin to ask questions and develop hypotheses about the relationship of institutions such as the state to another institution like the economy. For example, students begin to question the free market laissez-faire ideology of the Reagan/Bush era when it is compared with Japan's state driven plan-rational economy.

TO MAKE CROSS SOCIETAL GENERALIZATIONS

The comparative and historical approach makes analysis of social organizations and institutions in society "come alive." It permits cross-societal generalizations about patterns in society, such as social stratification, formal organization, definition of a situation, demographic transition, marriage and family, or neighborhood in an urban community. Both student stereotypes and sociological propositions that have been treated as universal explanations are too often based on expressions or data gathered only in the United States.

They may have validity only in the United States and may not be applicable to a society like Japan.

Hutter, Mark, 1988. The Changing Family; Comparative Perspective. MacMillan, New York.

COURSE THEMES

WHY THEMES?

The approach taken here is not intended to be exhaustive, but, rather to focus on four broad comparative themes or "threads" that serve as an organizational framework for the course. I have been selective in identifying themes and narrowed the scope of study in an effort to avoid making the course a sociology of the United States and Japan. The emphasis is on a few "threads" in depth rather than attempting a comprehensive account. The four themes have influenced the selection of readings on Japan, lectures, discussion topics, audio-visual aids used, and learning activities assigned.

THEME ONE: INDIVIDUALISM VS. GROUP CO-OPERATION

The first theme compares individualism as a fundamental value in America with an emphasis on group cooperation and harmony in Japan. This dichotomy is studied in depth by looking at culture; socialization; groups; organizations; and social institutions, particularly the family, education, and the economy.

THEME TWO: SOCIAL CONTROL

The second theme emphasizes social control. Every society has both formal and informal means of social control. We learn that the United States utilizes formal mechanisms of control while Japan is a society that maintains order through the internalization of norms. In Japan it often appears that no one exercises authority, and the system seems to run itself in a predictable and orderly manner. Members of Japanese society seldom receive orders from authority figures and it is difficult to identify who is in charge and how decisions are made, yet Japan seems to have a tighter control on its people than America does on its people.

THEME THREE: ROLE OF THE STATE

A third organizing thread that emerges in the last half of the course is a comparison of the role of the state in the political economies of the U.S. and Japan. The state in America, with the Pentagon being an exception, has taken on a regulatory function while in Japan the state has been a key mechanism in planning for and stimulating the Japanese economic miracle. Important comparisons can be made in the role of the state regarding education, democracy, economic growth or decline and Japan's managed capitalism, which is quite different from the free market ideology that dominates the American structure.

THEME FOUR: VERTICAL VS HORIZONTAL STRATIFICATION

A fourth thread is a comparative look at inequality in the two societies. Stratification is seen as horizontal in America with an emphasis on class. Japan's inequality pattern is vertical with an emphasis on status.

FACULTY MEMBER Rukshad S. Patel

TITLE Internationalizing of Principles of Accounting 152 (21 pages)

COURSE Accounting 152

DESCRIPTION This course revision explores the international perspective on the following topics.

- Accounting Concepts And Classified Financial Statements
- Current Liabilities
- Property, Plant & Equipment
- Intangible Assets
- Stockholders' Equity
    - contributed Capital
    - retained Earnings
- Additional Issues related to the Income Statement
- Long term Liabilities
- Investments

STUDENT COMPENTENCIES/ OBJECTIVES This course revision is designed to expose students to some of the diverse accounting standards and practices in other countries, as it relates to the topics mentioned above. At the completion of this revision students should be able to

1) Explain briefly the work of the International Accounting Standards Committee (IASC), and the task that lies ahead.
2) Define harmonization & recognize the need.
3) Understand the diversity in Accounting practices in other countries .
4) Recognize some of the diverse practices and associate them with some of the countries in which they are practiced.
5) Explain why net income can differ dramatically due to diversity in practice even though the underlying transactions are the same.

ISSUES/ BACKGROUND/ RATIONALE

In recent years the unprecedented growth in international business, expansion of capital markets and increase in foreign direct investment have warranted the harmonization of Accounting Standards worldwide. The world has shrunk in size, but the markets have expanded, and therefore there is an evergrowing need to compare financial statements of companies from different countries.

Although harmonization of Accounting Standards has gained momentum and recognition, it is still in its infancy and much remains to be accomplished.

Harmonization is the process of aligning various accounting standards closely enough to provide acceptable standards for multinational firms worldwide.

Let's trace the history of the development of international accounting standards. The International Accounting Standards Committee (IASC) was established in 1973, to promulgate a set of standards, which it hoped would be accepted and practiced worldwide. In its initial years the IASC set flexible standards, presenting multiple aproaches to a transaction. This early attempt encouraged developing countries to adopt these standards and therefore resulted in improved Financial Reporting in these countries.

But this permissive approach did not allow for comparable financial information and therefore had limited acceptability in developed countries. For example, Financial Statements prepared by foreign companies in accordance with IASC Standards are not accepted by the SEC, and therefore these companies are generally not allowed to raise capital in the United States.

So the task of the IASC has taken a fresh turn, and the project continues, but there are no easy answers. As we continue to make progress, it is vital to become familiar with significant differences in Accounting practices around the globe, in order to keep pace with international business, and to evaluate business opportunities as they arise.

Let us review the diverse accounting practices as they relate to the above topics. This review is not intended as a comprehensive resource, but rather as an initial step -- to provide a flavor of the diverse accounting practices in different countries.

FACULTY MEMBER Charlotte "Tuckie" Pillar

TITLE International Communication and the Small Group: Expatriate Families - Communicating Effectively in a New Culture (27 pages)

COURSE Speech 120

DESCRIPTION This project is designed for Speech 120: Small Group Communication. After learning the concepts and components of small group communication, the students will study the family (a primary group) that is expected to reside in a new global setting because of job requirements. The focus will be on decision making and international communication. Assigned groups will select a global area to research and explore. They will need to identify their employer and then develop a hypothetical case for an expatriate family. During the project they will need to make decisions of fact, of value, and of policy as they prepare to move to the new culture, live in the new culture, and then return to the U.S.A. Groups will present panel-forum presentations to discuss the results of their research and study.

ISSUES/ BACKGROUND/ RATIONALE Culture is an important aspect of the frame of reference which acts as a perceptual filter during the communication transaction. An understanding and an awareness of the impact of culture on the communication process is imperative in today's shrinking world. New and advanced technology, an increased necessity to travel for business, changing political and economic systems, shifts in immigration and populations, redefined boundaries, and newly forming countries are creating increased interactions with people from different cultures. In their book Communication Between Cultures, Samovar and Mills state that over a third of all U.S. corporate profits come from international transactions. They contend that the U.S. needs to do business with other cultures in order for our economy to operate and to survive. In 1991 more than 8000 companies have gone beyond U.S. borders for international operations in foreign countries and over 75% of our states maintain overseas offices to solicit investments.

U.S. News and World Report (August 1, 1988) stated that one of every fourteen employed Americans now work for a foreign boss. Some jobs require a move abroad. Expatriate families have become more common. This project is designed to focus on the problems and conflicts that confront families as they make decisions to prepare to live abroad, experience living abroad, and make an effective transition back home after the assignment has been completed.

STUDENT COMPETENCIES/ OBJECTIVES

This module is designed to focus on the impact of "culture shock" upon the family. At the completion of the module students should be able to

(1) Define culture
(2) Understand the basic function of culture
(3) Recognize the characteristics of culture that most directly affect family communication and small group communication
(4) Identify and accept cultural diversity
(5) Recognize the impact of cultural diversity on family communication and other small group communication
(6) Appreciate cultural interaction in a changing world

PURPOSE AND FORMAT OF THE PROJECT

The object of the project is to help students understand the significance of a new culture and how the characteristics of this culture may impact the lives of the expatriate family as it lives and works in the new setting. An understanding of family decision making -- who needs to be involved in which decisions -- during each stage of the international experience is an integral part of this module. The format takes four weeks of lecture, discussion, research and group preparation and one week of formal group presentations. Class sessions immediately following the panel-forum presentations are dedicated to processing each group and discussing the results of the written work (group document and individual analysis papers). At the end of the module evaluation forms for the entire project are circulated to monitor student reactions and responses to the project.

REQUIRED RESERVED READING:

Brilhart and Galanes. Effective Group Discussion, 7th edit., Chapter 7: "Intercultural Communication in the Small Group."
Galvin and Brommel. Family Communication: Cohesion and Change., 3rd edit., Chapter 7: "Power"; Chapter8: "Decision Making."
Gillespie and Singleton. Across Cultures. Margaret Mead. "Can the American Family Survive?" Margaret Mead and Rhoda Metraus. "On Friendship."
Hall, Edward T. Beyond Cultures. Chapter 1: "The Paradox of Culture." Chapter 15: "Culture as Identification."

REQUIRED TEXTBOOK:

Rothwell, J. Dan, In Mixed Company: Small Group Communication. New York: Harcourt Brace Jovanovich College Publishers, 1992.

SUPPLEMENTARY VIDEOS:

Going International Series. Encyclopedia Britannica Educational Corporation.

Part I: Bridging the Culture Gap
Part II: Managing the Overseas Assignment
Part III: Beyond Culture Shock
Part IV: Welcome Home, Stranger

FACULTY MEMBER: Dr. Carol J. Riphenburg

TITLE: American Government and Politics with Global Perspectives

COURSE: Political Science 101, American Government and Politics (Global Perspectives) (20 pages)

CATALOG DESCRIPTION: Analysis of the dynamics and processes of the evolving American constitutional democracy: its origins, structure, functions, and problems. Areas of study will include an in-depth consideration of the U.S. Constitutional framework, federalism, civil liberties, interest groups, political parties, campaigns and elections, the courts, the presidency, the Congress, and the bureaucracy. Study of American government, keeping in mind the similarities and differences between that system and those of other countries.

COURSE GOAL: The student will be able to understand the facts behind the organization of American government as well as its ideals, basic principles, and conflicting ideas while gaining a sense of how political issues, processes and institutions are handled in other countries. The student can certainly learn more about the American system by seeing how it differs from and resembles other systems in this world.

REQUIRED TEXTBOOKS:
The Drama of Democracy: American Government and Politics by George McKenna.
American Government 91/92, Annual Editions.

COURSE UNIT DISPLAY:

Unit 1 Democratic Government in America
A. Government: Nature and Purpose
B. Democratic Government
C. American Democracy
    * Democracy in Costa Rica

Unit 2 Foundations of American Democracy
A. The Declaration of Independence
B. The Constitution
C. The Bill of Rights and Other Amendments
    * the Soviet Constitution

Unit 3 Federalism
A. The Nature and Purposes of Federalism
B. Why the National Government has Expanded
C. The States today: Laboratories of Innovation
    * Federalism in Nigeria

Unit 4 First Amendment Freedoms
A. Free Speech
B. Press Freedom
C. The Right to Assemble
D. Church and State
    * Civil Liberties in Zaire

Unit 5 Congress
A. Congress and Parliament
B. A Bill Becomes a Law
C. Congressional Party Leadership
D. Reforms and their Effects
    * standing committees: Congress and Commons

Unit 6 The Presidency
A. Powers of the Office
B. Changing Attitudes toward the Presidency
C. Presidential Succession
D. Limits on the Presidency
    * Presidential Power: France/U.S.A.

Unit 7 The Judiciary
A. Organization and History
B. The Court Today
C. Restraints on the Supreme Court
    * The Judiciary in Japan

Unit 8 Political Parties
A. Nature and Purpose of American Political Parties
B. Party Reform
C. The Future of Parties
    * Political Parties in Brazil

UNIT ONE **Democratic Government in America**

GOAL: To introduce the concept of government: What it is and what its function is. To explore the meaning of democratic government and discuss its advantages, concluding with an examination of American democracy in particular.

ASSIGNMENT: Read Chapter 1, "Democratic Government in America," in The Drama of Democracy by McKenna.

ACTIVITIES: Lecture, discussion, student reports

OUTLINE: Government: Nature and Purpose
    Why Government? Four Reasons
        To Establish Justice
        To Ensure Domestic Tranquility
        To Provide for the Common Defense
        To Promote the General Welfare

Democratic Government
    Direct and Representative Government
    Four Advantages of Democracy
    Peaceful Exercise and Transfer of Power
    Safeguards against the Abuse of Power
    Efficient Communicator of People's Concerns
    Educational Process

American Democracy

The Significance of the Constitution
Human Rights: Our Birthright
Tensions and Contradictions

Global Perspective: Democracy in Costa Rica

STUDENT COMPETENCIES:

A. Define government and other terms related to a basic characterization of the nature of government.
B. Examine the meaning of the term democratic government and differentiate between direct democracy and representative democracy.
C. Explain why the U.S. Constitution is such a revered document and national symbol.
D. Discuss why the philosophy of human rights helps to explain the psychological power of the Declaration of Independence.
E. Describe the evolution of democratic government in Costa Rica and identify the threats to its future.

DISCUSSION: Democracy in Costa Rica?

1. Ask students what they think about the basis of democracy in Costa Rice. Is it due to its high rate of literacy, its early settlement patterns, or some combination?
2. Compare and contrast the government of Costa Rica with those of other countries in the region, such as Panama, Honduras, and Nicaragua. Why are they different?
3. Assign students reports on the countries of Central America, comparing the people, the history, and the governments. Have them share their findings. (See Appendix One).

FACULTY MEMBER: Carole Sherman

TITLE: "Native American Literature and Life" (16 pages)

ORATORY:

POSSIBLE TEXTS:

1. Vanderwerth, W. C. Indian Oratory: Famous Speeches by Noted Indian Chieftains: Norman, Okla.: University of Oklahoma Press, 1971
2. Armstrong, Virginia Irving. I Have Spoken: American History Through the Voices of the Indians. Athens, Ohio: Swallow Press/Ohio University Press, 1971.
3. McLuhan, T. C. Touch the Earth: A Self-Portrait of Indian Existence. New York: Touchstone/Simon & Schuster, Inc., 1971.

STUDENT OBJECTIVES:

1. To develop an understanding of the harmonic relationship between Indian life and the physical environment.
2. To explore the influence of the physical environment upon the spiritual life of Indians.
3. To realize the effects of westward expansion upon Indians and the justification on the part of the white man.
4. To trace the changing attitudes of Indians in response to westward expansion, from cooperation and hope to anger, resistance, desperation, and futility.
5. To recognize and evaluate the technical aspects of Native American oratory, such as: metaphors/similes, repetition, tone, structure of sentences, structure of the speech, diction, and content.

METHODS OF ACCOMPLISHING STUDENT ACTIVITIES:

1. Focus students' attention upon the inter-connectedness of the Indian and the earth which he lived.
2. Discuss the significance of the buffalo in the life of the Plains Indians, as their source of subsistence as well as a basis of spiritual values.
3. Define the concept of Manifest Destiny.
4. Address the changes in Native Americans' lifestyles due to the destruction of the buffalo herds, establishing the reservation system, and the formation of the Indian Agencies.
5. Document the chronology of changes in the Indian attitude towards government policies.
6. Analyze several shorter speeches, as well as a longer piece of oratory such as Chief Joseph's "An Indian's View of Indian Affairs."

POSSIBLE STUDENT ACTIVITIES:

1. Research the background of a selected native American orator and present information to the class.
2. Maintain a personal journal focusing on reactions to and feelings about the oratory assigned.

POSSIBLE CLASS ACTIVITIES:

1. View the film I Will Fight No More Forever: The Saga of Chief Joseph and discuss students' reactions.

2. Presentation of research on selected orator.
3. Allow expressions of feelings based on the personal journal.
4. View the documentary Winds of Change: A Matter of Promises (Pacific Arts video) and discuss its content.

EVALUATION METHODS:

1. Quality of presentation on selected orator.
2. Written analysis and evaluation of a native American speech not covered in classroom discussion.
3. Write a critique of either Winds of Change or I Will Fight No More Forever: The Saga of Chief Joseph.

LEGENDS, MYTHS, AND TALES:

POSSIBLE TEXTS:

1. Feldmann, Susan. Ed. The Story-Telling Stone. New York: Dell Publishing, 1991.
2. Clark, Ella E. Indian Legends of the Pacific Northwest. Berkeley: University of California Press, 1953.
3. Allen, Paula Gunn. Ed. Spider Woman's Granddaughters. New York: Fawcett Columbine, 1989.
4. Erdoes, Richard and Alfonso Ortiz Edts. American Indian Myths and Legends. New York: Pantheon Books, 1984.
5. McLaughlin, Marie L. Myths and Legends of the Sioux. Lincoln, Nebraska: University of Nebraska Press, 1990.
6. Newcomb, Franc Johnson. Navaho Folk Tales. Albuquerque: University of New Mexico Press, 1967.
7. Mourning Dove. Coyote Stories. Lincoln, Nebraska: University of Nebraska Press, 1990.
8. Walker, James R. Lakota Myth. Lincoln, Nebraska: University of Nebraska Press, 1983.
9. Standing Bear, Luther. Stories of the Sioux. Lincoln, Nebraska: University of Nebraska Press, 1961.
10. Grammer, Maurine. The Bear That Turned White and Other Native Tales. Flagstaff, Arizona: Northland Publishing Company, 1991.
11. Zitkala-Sa. Old Indian Legends. Lincoln, Nebraska: University of Nebraska Press, 1985.

STUDENT OBJECTIVES:

1. To enjoy reading a variety of myths, legends, and tales.
2. To understand the functions of myths, legends, and tales in Native American cultures.
3. To develop a deeper insight into customs, rituals, and beliefs based upon native American myths, legends, and tales.

METHODS OF ACCOMPLISHING STUDENT OBJECTIVES:

1. Include a variety of myths, legends, and tales, from humorous to serious, that reveal beliefs about subjects such as: origin of the Sun Dance (Ute and Cheyenne); origin of the Eagle Dance (San Ildefonso Pueblo); the gift of the horse (Sioux); Creation myths (Seneca, Commanche, Navaho); Coyote bringing fire and Frog creating rain (Navaho); the Winnebago trickster cycle; the Vision Quest (Brule Sioux); the White Buffalo

woman (Brule Sioux); the Snake Dance origin (Tewa); and the origin of death (Caddo).

2. Request students to discuss values that assigned myths, legends, or tales reveal about a particular tribe.
3. Present background information on subjects deal with in Myths, Legends, or Tales, such as: significance and nature of the Sun Dance, Eagle Dance, Vision Quest, Snake Dance, and the Sacred Pipe.

POSSIBLE STUDENT ACTIVITIES:

1. Select a particular tribe, read as many Myths, Legends, and Tales of that tribe as possible, and then construct a code of conduct for its tribal members.
2. Explore the ventures of Coyote, focusing upon his role as an anti-hero and as an Everyman figure who teaches proper conduct through negative examples. (or, explore another trickster figure, such as Hare, Raven, or Spider).
3. Examine a popular American (non-Indian) Legend, Myth, or Tale and compare and contrast it with a Native American version. Include: (1) functions (2) values revealed (3) structure (4) appeal (5) intended audience.

POSSIBLE CLASS ACTIVITIES:

1. Listen to Janet Kiefer's audio tape Bringing the Light: Tales from Native America (or a selection from this tape) and analyze the tale, considering values it transmits.
2. Using Douglas Spotted Eagle's audio tape, Legend of the Flute Boy, discuss the purpose of the legend, its value, and enjoyment level.

EVALUATION METHODS:

1. Select a legend, myth, or tale not covered in class and ask students to respond in writing, discussing its content, purpose, and any values revealed.
2. Quality of the Code of Conduct (See number 1 under Possible Student Activities).
3. Quality of the examination of a trickster figure (see number 2 under Possible Student Activities).

FACULTY MEMBER: Patricia J. Slocum

TITLE: Global Awareness Lesson Plan Development (12 pages)

FORMAT: Module for Educational Psychology 220

DESCRIPTION: Lesson Plan Development Module on Global Awareness for students enrolled in Educational Psychology 220.

BACKGROUND/ RATIONALE: Cultural diversity is becoming an increasingly popular as well as relevant topic in the educational curriculum. Future teachers need to be made aware of the linking of all curricular areas to global topics. The development of a lesson plan is an objective for the Educational Psychology course and rather than talk about the linking of topic areas to different cultures the students will be asked to actually do the linking through the development of a lesson plan in their discipline area relating it to another culture.

STUDENT OBJECTIVES:
To be able to prepare a two week lesson plan with specific learning objectives in their chosen field of study.
To demonstrate the ability to relate the subject matter in the lesson plan to a particular culture (Non-American).
To appreciate the diversity and contributions of other cultures to their subject areas.
To develop an awareness of the extent of cultural diversity in our American education system.
To increase tolerance of differences and openness to incorporation of differing cultural views.
To be able to develop activities that incorporate their individual plan with a comprehensive global awareness unit.

STUDENT ASSIGNMENTS:
Read text and handout material:
Biehler, R.F. and Snowman, J.
Psychology Applied to Teaching, Sixth Edition
Houghton Mifflin, Boston: 1990.
pgs. 242-258; 265-309; 537-575; 584-589; 593-603.
Attend class lectures.
Attend HRAF and ERIC orientation in LRC.
Develop Lesson Plan.
HRAF and ERIC research on their chosen culture and subject.

STUDENT ACTIVITIES:
Participate in small group discussion.
Interview parents about educational background.
Present lesson plan to class members.
Participate in the development of activities tying their lesson plans into a global awareness unit.

EVALUATION:
Grading of completed lesson plan.
Plan should identify specific objectives as listed on form with a clear link between the topic area and the chosen culture. (See attached.) A minimum of three resources from ERIC and HRAF should be included.
Copies of the Record Sheet from the ERIC system; and a copy of the OCM # and definition page for the HRAF search should be

submitted with the lesson plan.
Level of participation in discussions.
Minimal contribution of interview material from parents.
Participation in class presentation.

BIBLIOGRAPHY: Biehler, R.F. and Snowman, J.
Psychology Applied to Teaching. Sixth Edition
Houghton Mifflin, Boston; 1990.

Student Instructions for 2 Week Lesson Plan Development for Global Awareness Unit

1. Identify the subject area and level you will be teaching, i.e., Physical Education, 6th grade; Social Studies, 3rd grade. If you are interested in a business or counseling career or are not sure what area or level you would like to teach, please raise this question in our class discussion. Many students could benefit from exploring different ideas about what and who to teach. If you still need more direction, check with me after class.
2. Once you have an area and level, you will need to identify a specific topic to teach. i.e. group games (an area in physical education); map skills (an area in social studies).
3. Next, select a specific culture from the HRAF that you would like to research. Selection of a culture should be made after your orientation to HRAF. Inclusion of your topic in the materials available is an important consideration when you select a culture.
4. Your next and perhaps most time consuming step is to research your topic within the culture that you have chosen. i.e. Using HRAF locate your culture and focus on group activities or games. Identify who is allowed to play the game; how it is played; purpose of the game; seasonal nature; etc. i.e. Map skills would have you focus on a map of the country identified with your culture. Note the terrain; significant land formations; boundaries; neighboring countries; etc.
5. Next, use ERIC and research various methods for teaching the topic that you have selected. You might also search for any research on methods appropriate to the age, grade level, or special group you have selected.
6. Now you are ready to develop your lesson plan. Fill in the blanks and be as specific as possible. Use ideas from HRAF, ERIC, text, class discussions, and your own experience. This lesson plan should cover approximately a 2 week unit in a typical classroom. Pages noted on the lesson plan form refer you to the text where you can find a clarification of terms and some examples.
7. Our final class session for this unit will be to develop a school wide activity that will integrate the various cultural lesson plans into Global Awareness Unit.

FACULTY MEMBER: Terry Vitacco

TITLE: A Vision of DuPage County Immigrant Children and Their World (25 pages)

DESCRIPTION: This is a two-quarter advanced photojournalism course that will document children of DuPage County immigrant families through comprehensive photo essays. In the first quarter, the students will do library research on their subjects' cultures, gleaning information on the family structure, customs, communication styles and mores that shape the child's world. With this research in hand, the photography and journalism students will apply it to create a visual story that gives insight into the lives of children of immigrants in DuPage County. Students will explore the diverse aspects of the child's world - school, family, social, religious, play - and capture on film several interpretations of the immigrant child's experience in DuPage County today. Our goal is to capture on film the children's challenges, conflicts and rewards as they balance between the old and new cultures to define their own identity. We will especially focus on the issues they face as they mainstream into the American culture. During the second quarter, students will edit and print and write what will become a body of work for a community-wide photographic exhibition. Students will be responsible for creating comprehensive photo essays, writing explicit captions, artists' statements, printing exhibition quality prints, matting and framing photographs, and planning, publicizing and promoting the resulting exhibit.

ISSUES BACKGROUND/ RATIONALE Photojournalists have always sought to illuminate the lives of others and bring the public to a greater understanding of humanity through the device of the photo essay. The photojournalist's camera has altered the way we see. Their documentation proves that there is no single view of reality. The work of concerned photojournalists has enlarged the parochial perspectives of the public through history. On the evidence of photojournalistic photography, people have been convinced of the inequity of social conditions and the need for reform.

From the days of Lewis Hine, who portrayed America's immigrant people with dignity and compassion, to Farm Security Administration photographers like Dorthea Lange, who produced a memorable series of photographs of Japanese Americans who had been unjustly interned by the federal government during World War II, photo essayists have demonstrated a strong sense of compassion and moral responsibility in their choice of subject matter. Today's photojournalists tackle complex problems such as the AIDS epidemic, single parenthood, gang violence, racism, drug abuse and other important issues through visual stories.

Our goal in this class will be to create a contemporary social documentary of the ever-changing cultural mosaic of DuPage County by specifically focusing on the children of Hispanic, African American, Indian and Asian immigrants.

The population of these ethnic groups is swiftly rising in DuPage County. The 1990 census says that in the last 10 years the Hispanic population has increased 100 percent, the African population 95 percent, and the Asian population 90 percent. These statistics illustrate the fact that our county is becoming more of a cultural "melting pot" every day. I believe that a long-term study of the children of our immigrants would give us a fascinating glimpse into our future, as well as give the students a rich educational experience. Student photographers and writers will document the interesting and dynamic challenges that children of immigrants will face as they mainstream into the American school system, make new friends and obtain jobs in their new homes. Students may find conflict in some of their stories, as some of their subjects' parents may object to their children's abandonment of the original culture. They may document the stress that occurs when children replace the influence of the immediate family (and possibly he extended family as well) with that of their friends and what they may watch on American television. These photo essays may point to the fact that some immigrants are more resistant to change, wanting to preserve their first culture for themselves and their children. Other photo essays may document the fact that certain other immigrant families may embrace American culture wholeheartedly. These two scenarios only begin to scratch the surface of what students may find as they commit themselves to their study of DuPage County immigrant children.

I believe that the most important facet of this project is that once all the stories are woven together to make the collective whole, it will be obvious that there is no one American immigrant experience. Each is separate and unique. By spending two quarters on an intensive photo essay such as this, it is my hope that the resulting work will be gin to illustrate the changing fabric of DuPage County demographics on the most basic level - that of a child and his family. I hope that it will bring greater understanding and respect for other cultures and insight into the changes we must make in our perceptions of other peoples to ensure a future of increased cooperation and harmony among all races.

STUDENT COMPETENCIES

By spending two quarters documenting the life of an immigrant child and his family, the student will learn by research and his/her own photographic experiences, that a good photojournalist must have the ability to fairly, objectively and humanely report the facts as well as be technically excellent. On a philosophical level, students will have to abandon any stereotypes they may have regarding foreign cultures and respect the integrity of their subjects in order to do the subject study justice. They must learn to appreciate the subjects' customs and courtesies, language, family structure, dating and marriage practices, community relations, child rearing attitudes, religious affiliations and style of communication - both verbal and non-verbal.

TO ACCOMPLISH THIS, STUDENTS WILL:

- Expand the knowledge of the foreign culture of the child before they photograph them by doing library research utilizing HRAF Files.
- Study and analyze works of the classic photo essayists as well as modern examples of the photo essay.
- Formulate a "shoot script" (list of necessary photos to tell story) so there is a continuous story line for the series of photographs.
- Collaborate with a journalism student to generate a cohesive story of both words and photographs.
- Demonstrate an ability to use and understand key phrases in subjects language so they may communicate effectively while completing this project.
- Understand the commitment of a long-term photographic project and carefully plan deadline dates so they may be met within the time frame of this project.
- Schedule weekly or bi-weekly appointments with the family that are mutually convenient for the photographer, writer and the family.
- Learn the customs and skills necessary to bridge cultural gaps that may exist while working with people of different ethnic background and language than their own.
- Master location lighting techniques.
- Produce exhibition quality photographic prints.
- Write explicit captions and artists statements.
- Mat, frame and hang photographs for a community-wide exhibit.
- Design a promotional poster and invitation publicizing the exhibit.
- Generate a complete mailing list of guests for the exhibit, including subjects, students, faculty, local government officials, and others to whom the exhibit may be pertinent.

FACULTY MEMBER: Barbara E. Willard

TITLE: INTERCULTURAL COMMUNICATION: A BRIDGE ACROSS WORLDS

COURSE: Speech 100 (30 pages)

DESCRIPTION: A variety of experiences designed to develop basic concepts of the oral communication process. The class will include communication theory as well as speech preparation and delivery.

COURSE GOAL: To analyze and apply the theory of intercultural communication in an effort to become more skilled at communicating within a global context.

DESCRIPTION OF PROJECT: A variety of experiences designed to develop basic concepts of the oral communication process with a special emphasis placed upon intercultural communication. The class will include communication and intercultural theory as well as speech preparation and delivery.

RATIONALE: The educational community has been calling for an increase in intercultural awareness in relevant course curriculums. The U.S. interacts in a global environment yet our awareness of the culture of others countries is inadequate compared to our foreign "neighbors." This module is designed to fulfill the need for an intercultural module in the Fundamentals of Speech course. The purpose is to prepare students for communication transactions from a global perspective and to gain an appreciation for the communication differences around the world. Upon the completion of this module, students should have knowledge of the communication style of at least one other culture than our own and a general idea of the styles of several other cultures. Additionally, the students will obtain the communication skills necessary to interact in a global community.

COURSE UNIT DISPLAY SPEECH 100

Fundamentals of Communication
This module can be infused into the course or taught as a two-week intensive module. Some may find that the length of this module will require a longer period than two weeks. If you wish to keep this a two-week module, please select those cultural topics which will meet your intercultural educational needs.

UNIT 1: Elements of Communication

1.1 The Communication Model
*1.2 Types of Communication
1.3.Functions of Communication
*1.4 Cultural Influences on Communication
*1.5 Barriers to Communication

UNIT 2: The Self and Communication
2.1 Perception
2.2 Self Concept
2.3 Intrapersonal Communication

UNIT 3: Interpersonal Communication
3.1 Self Disclosure
*3.2 Language
*3.3 Nonverbal Communication
3.4 Listening
3.5 Conflict/Confirmation
3.6 Relational Communication
3.7 Assertive Communication
*3.8 Intercultural Relations
*3.9 Intercultural Competence

UNIT 4: Small Group Communication
4.1 The Nature of Groups
4.2 Group Problem Solving/Decision Making
4.3 Member Roles in Group
4.4 Norms/Cohesion/Conformity
* 4.5 Intercultural Dimensions of Small Group Communication

UNIT 5: Public Speaking
1.1 Choosing and Developing a Topic
1.2 Audience Analysis
1.3 Speaking Purpose
1.4 Outlining
1.5 Introductions/Conclusion/Transitions
1.6 Delivery/Visual Aids
1.7 Communication Apprehension
1.8 Supporting Material
1.9 Informative Speaking
1.10 Persuasive Speaking
1.11 Logic
1.12 Ethics

BUSINESS COMMUNICATION
INTERNATIONAL MODULE
BUSINESS COMMUNICATION: A GLOBAL PERSPECTIVE
(26 pages)

Instructor: Barbara E. Willard
College of DuPage

Catalogue Description: This course is designed to help students understand communication behaviors and concepts in order to develop effective communication skills in the business environment. The course will cover topics related to communication between employees and their supervisors, communication within work groups and public communication.

Course Goal: To analyze and apply the theory of intercultural communication within a corporate context in an effort to become more skilled at communication in international business transactions.

A. Description of Project:

A variety of experiences designed to develop basic concepts of the process of communicating within business and organizational environments with a special emphasis upon international organizational communication. The class will include organizational and intercultural communication theory as well as group projects and oral presentations.

B. Rationale:

By now it is no secret to Americans that we are viewed by other countries as ignorant of other cultures, highly enthnocentric, and extremely arrogant. In other words, we are indeed, the "Ugly American." The reasons why we have chosen this culturally isolated path are many in number but it is partially due to the fact that we are geographically isolated from cultures highly different from our own. As a result, we do not have the opportunity to experiences first hand the diverse cultures of the world.

Additionally, for the larger part of this century, it has not been econimically necessary for us to prosper through interaction with other countries. Until recently we could afford enthnocentrism to some degree. But alas, all Roman Empires must have their decline; and we are coming to the realization that the U.S. "Empire" can not sustain itself without interaction with other countries, and other cultures. Southeast Asia, Japan, and the Mid-East are fast becoming economic giants and, in response, we are beginning to venture into their business cultures. Along with this exploration, we have come across cultures highly different from our own and have run into cultural barriers because of our own ignorance and, in some cases, the ignorance of other cultures concerning our customs. Whatever the case may be, the growing international business community suggest a clear need for intercultural awareness among those who must participate within this global community. Critics of business education have stressed a need for a scholastic preparation stressing a multinational environment where a global view of management and communication is developed. The international and national cry for Americans to become more aware of other countries, their languages and their cultures has been heard. The educational and business communities have begun to respond to this need but we have a long way to go before we can match the intercultural communication skills of Europeans. To be sure, the European economy has always necessitated an ability to communicate on an intercultural level; whereas in the United States, up until now we have had no terrific economic incentives to become more interculturally aware.

This module is designed to offer students an introduction to international business communication in an effort to BEGIN to meet the educational needs mentioned above. The purpose is to prepare students for communication transactions within a multinational business environment and to gain an appreciation for the communication differences around the world. Upon the completion of this module, students should be able to respond appropriately in an intercultural business environment, and, in particular, with Japanese and European businesses.

6. Roster of Module Contributors

COLLEGE OF DUPAGE
GLEN ELLYN, ILLINOIS 60137

CHU, DAVID
Assistant Professor
Advertising Design and
Illustration
Business and Services

ELLENBAUM, CHARLES O.
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Social and Behavioral Sciences

FICKS, JOHN F.
Associate Professor, Economics
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Instructor, French
Humanities

HARRIS, KENNETH A.
Professor, Education
Counseling Office

JOHNSON, ELLEN C.K.
Associate Professor, Education
Social and Behavioral Sciences

KLASSEN, PETER T.
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Interdisciplinary Studies

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Communications

MONTGOMERY-FATE, THOMAS B.
Assistant Professor, English
Communications

NICHOLS, SHARON F.
Instructor, Geography
Social and Behavioral Sciences

OLSON, RAYMOND W.
Professor, Sociology
Social and Behavioral Sciences

PATEL, RUKSHAD S.
Asst. Professor, Accounting
Business and Services

PILLAR, CHARLOTTE (Tuckie)
Instructor, Speech
Communications

RIPHENBURG, CAROL J.
Assoc. Prof. Political Science
Social and Behavioral Sciences

SHERMAN, CAROLE M.
Associate Professor, English
Communications

SLOCUM, PATRICIA J.
Associate Professor, Psychology
Social and Behavioral Sciences

THIELMAN, CHRISTOPHER
Assistant Professor, Hospitality
Administration
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VITACCO, TERRY
Instructor, Photography
Occupational & Vocational
Educational

WILLARD, BARBARA E.
Instructor, Speech
Communications

THE INTERNATIONAL EDUCATION OFFICE COLLEGE OF DUPAGE

A Faculty and Student Resource

THE INTERNATIONAL EDUCATION OFFICE AT COLLEGE OF DUPAGE

IC 3116 858-2800 x 3078

ZINTA KONRAD, COORDINATOR
LINETTE GRAHAM, SECRETARY
DAN LINDSEY, EXECUTIVE DEAN

International Education Office

IC Room 2115
Ext. 3079

The International Education Office supports the activities of the strong international commitment at the College of DuPage. In existence since 1983, the International Education Office began with the efforts of a handful of faculty members, the commitment of Dr. Hal McAninch, and a supportive Board of Trustees who felt that an international perspective is important and would play an increasingly important role in shaping the lives and goals of COD students and faculty. These visionaries created the international program.

INTERNATIONALIZING THE CURRICULUM

Philosophically, the College believes that the curriculum is the heart of the institution and the faculty are its pulse. An internationalized curriculum promotes the goals of COD's mission to create a culturally aware student body. The Office of Instructional Design and the International Education Office encourage, support, and assist the faculty in developing and incorporating international perspectives into their courses.

FACULTY AND ADMINISTRATIVE EXCHANGES

COD's membership in various consortia, such as ICISP, CCID, and CCIS, provide many opportunities for faculty and administrators to study and teach in many different countries throughout the world. Faculty interested in these programs should make their interests known to the International Education Office.

STUDY ABROAD

COD sponsors two kinds of study abroad programs:

*On-going residence programs (four weeks or more) in Canterbury, Salzburg, Costa Rica, and Israel.
*Field and Coordinated Study Programs (FACS). These programs are short-term and travel programs offered through Academic Alternatives. In 1992-93, FACS programs are planned for various locations throughout the world.

Both types of programs also provide faculty with rewarding experiences in various international settings. All faculty are invited to participate. For information about residence study abroad programs, contact Zinta Konrad at ext 3079. For information about FACS programs, contact Tom Lindblade at ext. 2352.

INTERNATIONALIZING THE CAMPUS

An "international" campus values cultural diversity and different ethnic heritages perspectives, beliefs, and traditions. As a result, the International Education Office in conjunction with various departments throughout the college, sponsors lectures, films debates, panels, festivals, and other social activities for the cultural and personal enrichment of all participants.

INTERNATIONAL STUDENTS

COD believes that international students are an invaluable resource. Not only do these students bring unique perspectives to the classroom and campus, they proudly share their rich cultural heritages. Faculty at COD are encouraged to invite international students to speak in their classes and to facilitate positive interactions between these and American students so that they may learn and grow from each other. The College recognizes the talents and needs on international students and has created a number of programs and supports services to meet those needs.

INTERNATIONAL DATELINE

The DATELINE is a monthly newsletter distributed to all faculty, staff, and administrators. It is the primary means of disseminating information about international programs, events, seminars, conferences, and news about COD's internationalist faculty. Send articles of interest to IC 3116 by the 10th of each month.

To foster intercultural understanding and appreciation, the College is committed to providing intercultural programming for all constituencies of the college-students, faculty, staff, and administrators.

INTERNATIONAL BROWN BAG/ SPEAKERS CORNER

Bi-monthly international brown bag lunch seminars are held on the second Thursday and fourth Tuesday at noon in Room 1046 or 1048. These seminars allow faculty, staff, administrators, and students to share their international experiences, and invite discussion of topical global issues. Please contact Marian Zimmerman, ext. 2340 or Deb Postelwait ext. 3094. Bring your lunch!

INTERNATIONAL COMMITTEES

The international effort at COD is spearheaded by faculty-chaired committees who set goals and plan programs year-round. International faculty at COD enthusiastically participate in planning and in bringing projects to fruition. All faculty and staff are encouraged to join these committees and make exciting projects happen.

New committees for 1992-1993 are:
*Asia
*Kilimanjaro Kommittee
*Europe
*Hispanic Awareness
*Hospitality Administration
*Fulbright Scholars/Guest Lecturers
*When in Rome Committee (WIRC)
*Study Abroad Scholarship Committee (SAS)

To join any of these committees, contact Zinta Konrad at ext. 3079 for information.

GLOBAL NEWS

GLOBAL NEWS is a bi-annual newsletter of international news and events at COD. It is distributed both on and off campus. Kathy Westburg is the editor, ext. 2254.

INTERNATIONAL TRADE CENTER

The International Trade Center is a part of Business and Professional Institute (BPI), located in the K building of Open Campus. A satellite of the Illinois World Center, the ITC works in cooperation with a wide range of international trade assistance resources to help companies evaluate the export marketplace and inform them about export opportunities and other opportunities and other information. The ITC offers companies and individuals:
*Individual Counseling
*International Trade Seminars and Workshops
*Trade Opportunity Identification and Dissemination
*Trade Reference Library

For information about the ITC, contact Jill Slager, Program Manager, International Trade Center, Ext 3054.

International Studies at College of DuPage

The exposure to other cultures makes us recognize that what we were taught as natural was really cultural... It is only through the study of other cultures and languages that students can transcend the limitations of their own experience.
- Seymour Fersh. **Educating for the World View**

College of DuPage has made a clear commitment to international education. We need only look at the multi-national companies in our district or monitor the news to see the reason for this commitment. Today, all citizens must be knowledgeable of other cultures and nations and be able to communicate with them.

To that end, we have developed programs and services to help our students and community members understand cultural diversity and meet the challenges of the world marketplace. Recently, the faculty and Board of Trustees have determined that all degree students must include international studies in their educational program. Non-credit seminars and workshops are also offered for those wishing to expand their international awareness.

Another facet of international studies comes from exposing our faculty and students to other cultures through study abroad programs, faculty exchanges with other countries and enrollment of students from foreign lands. Our study abroad programs are expanding, and we are in the process of forming linkages with colleges in other countries. These are exciting, broadening, experiences, and our students and faculty will benefit greatly from the opportunities these programs represent.

We have a great deal more to do to meet the challenges of international studies but we will continue to work to initiate and develop ways of helping individuals and corporations meet the international future.

H.D. McAninch
President, College of DuPage

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International Studies Course Offerings

To make students and the community aware of the many courses of international nature offered by College of DuPage, the International Studies Committee put together the following list. Other courses, seminars and workshops may also be available each quarter. Note that courses applicable to the international studies category of the general education requirement of our degrees are identified with an asterisk. For more specific information about a course, refer to the course description in the catalog, the *Quarterly* class schedule or call the college, 858-2800, and ask for the appropriate division office or faculty office.

Humanities Division

1. Languages
   College level:
   - * First year (elementary) foreign language 101, 102, 103
     French, German, Italian, Russian and Spanish
   - * Second year (intermediate) foreign language 201, 202, 203
     French, German, Italian, Russian and Spanish
   - *French 100, * German 100, and *Spanish 100 Culture and Civilization (taught in English)
   - *German 200, Modern German Literature in Translation (taught in English)
   - *Spanish 251, 252, 253, Conversation and Writing

   Conversational courses:
   - French 001-006, 031-033
   - German 007-012, 037-039
   - Italian 013-018
   - Polish 019-024
   - Spanish 025-030, 049-051, 091

   Non-credit courses include Spanish, Norwegian, Korean, Japanese, and Swedish. Other language courses may be developed as requested.

   Computerized independent study is available on the PLATO system in Norwegian, Chinese, Hebrew, Greek, and Sanskrit.

   If English is not your native language, the English as a Second Language programs can help you. Our eight-level General Purpose Program is free and will help you develop your everyday English conversational, reading, and writing skills. The Special Purpose Program will help you prepare to meet your academic or professional goals. The Intensive ESL Program which offers nine hours per week of instruction will help you meet these goals in the shortest possible time. Call the Adult Basic Education/English as a Second Language (ESL) office at 858-2800, ext. 2548 for class listing and registration information.

   English Language Community is a college level course offered through Alpha One for non-native English speakers that combines English and Humanities.
2. Art
   - Art 211, Ancient and Medieval
   - Art 212, Renaissance and Baroque
   - Art 213, Modern Art
   - *Art 214, Non-Western Art
3. English Literature
   - English 158 A/B, Bible as Literature
   - English 159 A/B, Greek Mythology
   - English 220 A/B, British Literature: through the 17th century
   - English 221 A/B, British Literature: 18th and 19th century
   - English 222 A/B, 20th Century British Literature
   - *English 226 A/B, Masterpieces of World Literature
   - *English 227 A/B, Modern European Literature
   - English 228 A/B, Shakespeare

Special offerings in English such as Russian Writers, Herman Hesse, Franz Kafka, and Soviet civilization are listed as English 188, 190, 198 and 290

4. History
   - History 101, 102, 103: History of Western Man
   - *History 163, Contemporary Africa
   - *History 190, Selected Topics in History
   - *History 211, History and Culture of China
   - *History 212, History and Culture of Japan
   - *History 222, Soviet Russia
   - *History 232, U.S.—Latin American Relations
   - History 242, History of England: Conquest to 1600
   - History 243, History of England: 1600 to present
   - History 290, Selected Topics in History
5. Humanities
   - Humanities 101, The Arts
   - Humanities 102, Ideas and Values
   - Humanities 190, Selected Topics in the Humanities I
   - Humanities 290, Selected Topics in the Humanities II
6. Philosophy
   - *Philosophy 140, World Religions
7. Religious Studies
   - *Religious Studies 100, Introduction to Religion
   - *Religious Studies 150, Comparative Religions
   - *Religious Studies 155, Eastern Thought

Religious Studies 190. Selected topics in Religious Studies

Social and Behavioral Sciences Division

1. Anthropology
   - *Anthropology 100. Cultural Anthropology
   - *Anthropology 105. Cross-Cultural Relationships
   - Anthropology 120. General Archeology
   - *Anthropology 125. Physical and Medical Anthropology
   - *Anthropology 130. Cultures in the World Community
   - Anthropology 190. Selected Topics in Anthropology
2. Economics
   - *Economics 220. Comparative Economic Systems
3. Geography
   - *Geography 100. World Regional Geography: The Western World
   - *Geography 105. World Regional Geography: The Eastern World
   - *Geography 120. Economic Geography
   - *Geography 222. The Soviet Union
   - *Geography 235. The Middle East
4. Political Science
   - Political Science 100. Introduction to Political Science
   - Political Science 160. Modern Political Ideologies
   - *Political Science 203. Comparative Politics
   - *Political Science 220. International Relations
5. Social Science
   - Social Science 105. Terrorism
   - Social Science 190. Special Topics
6. Sociology
   - Sociology 210. Contemporary Societies
   - *Sociology 220. Sexual Relationships, Marriage and the Family

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Business and Services Division

1. Advertising Design and Illustration (Commercial Art)
   - Commercial Art 225. International Advertising
2. Fashion
   - Fashion 130, 131: History of Costume
3. Foodservice Administration
   - Foods 204. Wines of the World
   - Foods 205. International Cuisine
   - Foods 206. Oriental Cuisine
4. Interior Design
   - Inter 131. History of Classic Styles from 1500-1820
   - Inter 133. History of Modern Styles
5. Travel/Transportation
   - Transportation 217. Import/Export Traffic Management
   - Transportation 218. Advanced Import/Expor
   - Transportation 221. International Trade-Cultural Differences
   - Travel 126, 127, 128: Travel Geography
   - Travel 229. International Airlines Ticketing
   - Travel 235. International Tours

Occupational and Vocational Education Division

1. Human Services
   - Human Services 121. Cross-Cultural Communications

*These courses may be applied to the International Studies category for the general degree requireme

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Adventures in Travel/Study Programs

Every year the Open Campus faculty and Central Ca pus faculty offer a wide variety of international travel/study programs through the Field Studies Pro gram and the Academic Alternatives Unit. Travel experiences may range from a week-long experienc major two- or three- week international expedition Programs offer intensive study opportunities based upon different aspects of the areas or countries t visited. Courses are designed to transfer and mee general education requirements.

Over the next two years international travel experiences will include trips to Canada, the Virgin Islands, London, Germany, Australia, Inner Mong Scandinavia, Russia, and Thailand.

Some programs will deal with the cultural aspe a particular country, while others will feature a co try's wildlife and ecology, or involve canoeing and ing expeditions. For further information, see the Adventures in Learning section of the *Quarterly*.

Off-Campus Courses

Each quarter the off-campus program offers credi non-credit classes related to international studies versational languages, ethnic cooking, history and transportation are representative of the classes scheduled regularly at 70 different satellite locatic from LaGrange to Roselle to Naperville.

Credit classes are comparable to those taught on campus, and apply to all College of DuPage degr and certificates. Non-credit classes vary in length cost, and are developed in response to community terest.

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If you don't find the class you want in the current schedule, call the Open Campus Office, 858-2800, ext. 2316. We'll work with you to develop or schedule an international studies class for you.

Business and Professional Institute
Using professionals who are involved in international trade activities, the Business and Professional Institute offers seminars, workshops, conferences, technical assistance and counseling for individuals or businesses interested in exploring and entering the international marketplace. The focus of all BPI activities is to help businesses and individuals develop new skills and acquire state-of-the-art information that will be immediately applicable to the work world.

BPI is working in cooperation with federal and state agencies and with the Office of International Programs at the University of Illinois at Chicago to expand its information and service network for international trade opportunities. Regular seminars are scheduled to meet the needs of district businesses. Topics have included: How to Sell Overseas, Assessing Export Potential and Measuring Markets, Locating Export Representatives and World Trade Outlook.

For further program information, call the Manager of the Economic Development Center, (312) 858-2800, ext. 2086.

International Studies Committee
For several years, a group of faculty and staff have been instrumental in promoting an intercultural and international theme for the curriculum, programs, and activities of College of DuPage. If you are interested in working with the International Studies Committee, please call the coordinator, Chuck Ellenbaum, ext. 2156. Some of the committee's programs and activities are:

London Study Abroad Program College of DuPage, in conjunction with other Illinois community colleges and Illinois State University, has established a London Study Center. Students may study in London for a fall or spring term of 15 weeks or for a shorter term in the summer. This academic experience set in the culturally rich environment of London, gives College of DuPage students an opportunity to study another society in depth. For additional information, call ext. 2592 or visit IC 2026.

International Students Organization This organization is made up of College of DuPage students from all over the world who are interested in promoting understanding between all nationalities through sharing. Meetings and social activities allow students to enjoy the cultural richness of the College of DuPage community. Contact David Eldridge, ext. 2006 for more information.

Fulbright Scholar-In-Residence From January through August 1987, the college hosted a Japanese economist and his family. Dr. Asahi, of Toyohashi Technology University in Japan, taught courses in international economics and participated in seminars and community activities. The experience gave students, faculty, and administrators an excellent opportunity to exchange knowledge and views with a scholar from another culture. We hope to continue participation in this program in the future.

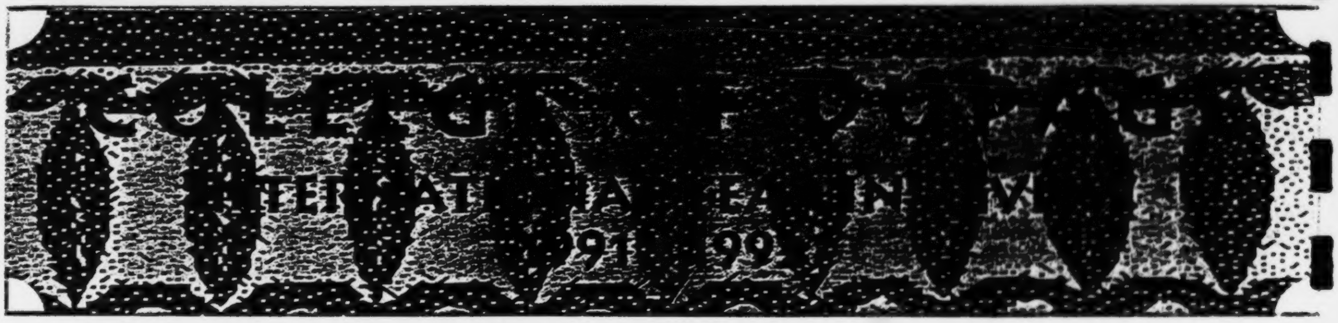
International Affairs Conference A successful two-day conference on Sub-Saharan Africa in May 1986 has prompted the International Studies Committee to plan periodic conferences on international affairs. Our next conference is tentatively scheduled for March 3, 1989, the DuPage County-wide In-Service Day, so that teachers and students from our district's schools can attend. If you would like more information or to be involved in the planning, call Chuck Ellenbaum or Ann Richards, ext. 2156.

Costa Rica Internship The business internship program in Costa Rica is designed to acquaint students with the particular socio-economic practices of Costa Rican (and by extension, Latin American) companies in the private sector. The internship may also address government agencies and other Costa Rican service organizations when requested or appropriate.

During the four-month stay, the students' activities will be organized according to three components: business internship, language training, and courses on Latin American business and economics.

Students interested in international business may be eligible for an internship in Costa Rica. If you would like to apply, call or visit the Career Planning and Placement-Cooperative Education Office in the Student Resource Center (SRC), Room 2044.

LRC Resources The Learning Resources Center (LRC) has a valuable intercultural and international collection on the shelves and in the audio-visual collection. The Faculty Room (SRC 3024) has many international materials. For more information, call Diana Fitzwater ext. 2350.



INTERNATIONAL YEAR IN REVIEW 1991 - 1992 COLLEGE OF DUPAGE

As we welcome the 1992-93 academic year, we reflect on the achievements and strides made in international education at the College of DuPage in the previous year. And the achievements were great indeed! International courses, festivals, faculty and administrative exchanges, guest lecturers, international visitors, international students—made a significant impact on the quality of life in the international and intercultural village of COD. Here are some highlights of the past year.

VISITORS

DR. STAN PEKAREK, Visiting Professor from Czech Tech University, taught Physics at COD during Fall 1991. He was part of a reciprocal exchange sponsored by CCID whereby **DR. CAROL RIPHENBURG** taught Political Science at Czech Tech University during the same period.

ADA BASKINA, Russian journalist, visited COD and 16 other U.S. institutions in Fall 1991, lecturing on ethics in Soviet journalism and comparative women's issues. Her visit was sponsored by COD.

A contingent of 19 Dutch visitors from M.B.O. - College HERTOGENBOSCH, led by their President **DR. COEN FREE**, visited COD to observe its administrative and governance structures. They were interested in establishing exchange linkages with COD.

EAST-WEST GRANT

COD was selected to send a faculty and administrative team to the 1992 Summer Asian Studies Development Institute along with 39 other participants from community colleges and universities across the U.S.

The COD team consisted of **DR. MIKE CHU**, English, Instructional Alternatives, **PROFESSOR DONNA VIDETICH**, Nursing, and **DR. WALT PACKARD**, Dean, Social and Behavioral Sciences. The institute is designed to help colleges infuse Asian studies into the curriculum. The experience provided our team with many opportunities to develop clearer ideas about the value of Asian studies and to draw upon the ideas of institute presenters and participants.

Other Illinois schools selected to participate were Black Hawk College and the College of Lake County.

A PASSAGE TO INDIA

On October 15, the Westmont Center came alive with the sights, sounds, and smells of India. As the first of a series of cultural programs at the Westmont Center, this multi-media event allowed elementary children, COD students, and community members to experience Indian culture in song, dance, story, and cuisine

AFRIKAFEST

The KILIMANJARO KOMMITTEE, chaired by **ADENUGA ATEWOLOGUN**, sponsored a small, but equally important festival celebrating the African continent. Zaire, Ghana, Mali, Nigeria were just some of the countries represented by artists, lecturers, and dancers from the Mother Continent.

CIEE SEMINARS

Three faculty participated in professional development seminars sponsored by CIEE (Council on International Educational Exchange). **MARGE FLORIO**, **EILEEN WARD**, and **PETER KLASSEN** attended excellent seminars in Chile, Ireland, and Poland respectively. Judging from their presentations at the International Brown Bag Seminars, these faculty gained rich, new, and penetrating insights into the socio-economic and political fabric of these very diverse countries, which will surely impact the courses they teach.

DOE TITLE VI-A GRANT

The college successfully completed its second year of funding through the Title VI-A program for undergraduate education. Under the grant, a total of 24 faculty developed new international courses, revised existing ones, or developed international modules. Consultants who assisted faculty in their projects included **DR. ANN KELLEHER** from Pacific Lutheran University, and **DR. DAVID LEVINSON**, Vice President, Human Relations Area Files, Inc. **DR. SEYMOUR FERSH**, of Brevard Community College compiled and edited a publication entitled, *Community College and International Education,* which included excerpts from the projects completed by Title VI-A participants. This publication will be available to colleges and universities throughout the country. The college may be proud of the finished products. COD's efforts were raised by **DR. BILL GREENE**, external evaluator from Broward Com-munity College, who said, "The college is poised to become a national leader in international education."

Faculty who participated in Year 2 were: **TUCKIE PILLAR, BARB WILLARD, CAROLE SHERMAN, DAVID CHU, RUKSHAD PATEL, DAVID MCGRATH, PAT SLOCUM, JACK FICKS, ALICE GIORDANO, ANN COTTON, SHARON NICHOLS, RAY OLSON,** and **TERRY VITACCO.**

FACULTY ABROAD

CHUCK ELLENBAUM, Professor of Anthropology and Religious Studies, taught at Canterbury during the Spring term as part of the ICISP Faculty Exchange Program. **CHUCK BOONE**, will teach Art at Canterbury during Spring 1992.

RAY OLSON received a Fulbright award to spend five weeks in Korea as part of the Fulbright Summer Seminar Program. **FRANK SALVATINI** and **ROB BOLLENDORF** made a presentation in Glasgow, Scotland, this past summer on "Multimodal approach to relapse prevention for alcohol and other drug addicts." The conference was sponsored by the Scotland Counseling Association.

ZINTA KONRAD attended an ICISP graduate seminar in Comparative Education at Canterbury. 11 community college teachers in Illinois participated in this pilot program. The program included a homestay designed to simulate for faculty the experiences our students can reasonably anticipate while studying in Canterbury.

TITLE VI–A, Year 2 participants: L.R. Top, Zinta Konrad (co-director), June Donner, David Chu, Jack Ficks, Ann Kelleher, Sharon Nichols, Tuckie Pillar
Front: Rukshad Patel, Pat Slocum, Ann Cotton, Alice Giordano, Barb Willard, David McGrath
Missing: Dick Furlow (co-director), Ray Olson

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NEW INITIATIVES

A dozen faculty are writing a grant to travel to India in Summer 1993 to infuse multi-cultural perspectives into COD curricula through the Fulbright Group Projects Abroad program. **SHUBY DEWAN** and **DICK FURLOW** are developing the project. As part of their preparation, these faculty will study Hindi in Spring 1992 and will attend seminars focused on various aspects of Indian culture. These seminars will be open to all faculty and staff.

ICISP in conjunction with the University of Chicago will sponsor 3 two-day workshops focused on China and Japan. Participants will be asked to submit a curriculum development proposal. Attendance at all three seminars will be required.

Four faculty will attend CIEE/CCIS seminars in Spring 1993:

DAVID GOTTSHALL — Belgium/ Netherlands
LEE KESSELMAN — Zimbabwe
ELLEN JOHNSON — Vietnam
ERNIE LEDUC — Spain

Ms. Olinda Chang, Performer, Asia Festival

FACULTY ADMINISTRATIVE EXCHANGES

Through ICISP, the Illinois Consortium for International Studies and Programs, of which COD is a founding member, regular administrative and faculty exchanges have been established with the Cheshire Consortium of Colleges for International Studies (CCCIS). Under this program, the following participant and exchange counterpartswere selected:

MARIANNE BERGER, LRC Librarian/ Kay Lunt
DR. CAROL VIOLA, Provost, Open Campus /Barry Mountford
DR. RON LEMME, Vice President, Planning and Information/ Raymond Bailey
ALAN BERGESON, LRC Librarian/ Catriona Martin
ALICE GIORDANO, Assistant Professor, Child Care and Development/Jean BLakely

Through ties with other UK institutions, more faculty and administrators participated in exchanges:

PAT KEIR, Associate Dean, Academic Alternatives/Pauline Waterhouse
BOB BEIHMAN, Associate Dean, LRC/Lillian Gosling

ASIA FESTIVAL

The First Annual Asia Festival was a mega-event! 15 faculty under the tireless and inspired leadership of **RAY OLSON** and **MARILYN JOHNSTON**, had a cast of over a thousand spectators at this week-long festival which featured guest lectures, films, demonstrations, dance performances, music, food, and displays. The tantalizing sights, smells, costumes, and pageantry turned COD's halls into a celebration of Asian culture. We look forward to the Second Annual Asia Festival.

ICISP CONFERENCE

COD faculty and administrators were amply represented at the 4th Annual ICISP Conference in October 1991, whose theme was, *Discovering Hidden Resources: an International Treasure Trove*. Key note speakers included **JOHN TAYLOR**, Principal, Park

Lane College, Leeds, England; **MICHAEL MCGOWAN**, member of the European Parliament for Leeds; **MICHAEL HATTON**, Assistant Principal, Humber College; and **DR. ROBERT VITALE**, Director of International Education and Study Abroad at Miami-Dade Community College. Conference co-chairs **ZINTA KONRAD** (COD) and **LINDA KORBEL** (Oakton) were very pleased with the turnout and the quality of the sessions.

OPEN CAMPUS CELEBRATES ASIA

Westmont Center celebrated, *The Charm of China*, a multi-media cultural event, on April 24. The richness of China was experienced by a record crowd, as visitors sampled Chinese cuisine and watched exciting dance and musical presentations.

CINDE

COD faculty traveled to Costa Rica to deliver technical assistance training seminars to CINDE. These were **GEORGE MACHT, CHUCK FRIEDERS**, and **ROLFE SICK. JEAN FORD WOODCOCK** and **DAVID GAUGER** plan to go in Fall 1992.

INTERNATIONAL TRADE CENTER

The International Trade Center was selected as one of six institutions to be featured in *Profiles of Effective Community College International Trade Centers*. This publication is sponsored by the U.S. Department of Education and Michigan State University Center for International Business Education and Research, and published by the American Association of Community and Junior Colleges. The anticipated publication date is April 1993.

Programs sponsored by the ITC in 1992 were:

Workshops:
2/28—*Exporting: Learn the Essentials*
Exporter's Forums:
5/22—*Prepare to Export*
6/12—*Proceed to Export*

Exporter's Forums
1/29—*Exporting Technology*
3/25 *Can You Crack the Japanese Market?*
4/24—*ASEAN conference at Illinois Benedictine College*
5/27—*Overseas Distributors: Building Effective Relationships*
Co-Sponsored Workshops:
7/29—*Selling South of the Border*
5/20—*World Trade Week Expo on The Free Trade Agreement sponsored by the International Trade Association of Greater Chicago*

EUROPEAN COMMITTEE is planning a film festiva; East-West Team is planning a series of breakfast seminars focused on Asia.

JAPANESE TEACHING MATERIALS

Through a grant developed by the Humanities Division, the Japan Foundation awarded a full set of video and print materials for the teaching of Japanese. The materials are suitable for all elementary courses and are produced in Japan with a view toward the specific problems of Englich speaking students.

STUDY ABROAD NEWS

COD students participated in 2 study abroad programs were sponsored by the IE Office: Costa Rica (14 students), Canterbury (4 students). Small, but steady enrollments should increase as we step up program development and recruitment efforts in the coming year.

EAST-WEST PROJECT, with the assistance of **JOE BARILLARI**, is developing an electronic bulletin board of Asia related resources.

РУССКЦЙ ЛЗЫК

In the Spring Quarter 11 faculty participated in a pilot language class for faculty. **DAVID GOTTSHALL** taught conversational Russian for 3 credits. The class and its format was highly enjoyable and may well be repeated in perhaps another language in the future.

INTERNATIONAL BROWN BAG/SPEAKERS CORNER

The magnitude and diversity of speakers addressing various international topics at COD over the past year was impressive. These programs, organized by **ROY GRUNDY** and **MARIAN ZIMMERMAN**,and **TOM LINDBLADE**, with the able assistance of **HEIDEMARIE WING**, were attended by unprecedented numbers of faculty and staff.

10/8—**Bill Brittain**
Fantasy Island: A Scuba Adventure in Honduras (Roatan Bay Islands)
10/31—**Dr. Larry Fujinaka**
Teaching in a Multicultural Setting Hawaiian Style
11/7—**Ada Baskina**
Recent Events in the USSR: A View from Moscow
11/12—**Indra Vevere**
Celebrating Latvian Independence: A View from Riga
11/13—**John Bjornebye**
Today's Russia seen from Neighboring Norway
11/14—**Susan Rhee**
Asian Culture
11/19—**Antonieta Caicedo**
Peace Corps Film and Discussion
11/21—**Clifford P. Hackett**
European Community: Sooner Than You Think
11/26—**TOM LINDBLADE AND DAVID ELDERIDGE**
Marooned in Pakista
12/5—**Pamela Saalbach**
The Design Aesthetics of Japanese Textiles
12/13—**Dr. Stan Pekarek**
Czechoslovakia: The Velvet Revolution
1/14—**Ada Baskina & Mark Davydov**
Writers in Russia Today: Their Impact on Russian Culture in its Time of Crisis and Transition
1/16—**Pat Keir**
Northern England: York and the Yorkshire Dales
1/22—**David Neff**
Mozambique: Development Under the Strains of War
1/28—**Peter Klassen**
Looking Beyond the Gray: Post Communist Poland
2/13—**Jeffrey Fox**
La Belle France Today
2/20—**Jackie Lyden**
An Experience in the Middle East: Passion, Reason, and Hope
2/25—**Dr.Carol Riphenburg**
Czechoslovakia: Recovering the Spirit
3/5—**Dr. Janos Vecsenyi**
Transition to the Market Economy: A Business Perspective from Hungary
3/12—**Bob Murdock**
Perspectives of Criminal Justice in the Middle East
4/9—**Frank Bellinger**
Kiwi Country: New Zealand
4/23—**Renny Golden**
The Hour of the Poor, the Hour of Women
4/24—**Gladys Baez-Alvarez**
The Nicaraguan Women's Organization
4/28—**Eileen Ward**
CIEE Experience in Ireland: A Divided Society
5/14—**Marilyn Peretti**
Today in South Africa
5/21—**Dr. Ewa Bacon**
Why did the USSR Fail: The Search for a Paradigm
5/26—**Sue Light**
The Challenges of the Internationalization Process
5/26—**Marge Florio**
CIEE Experience in Chile: Chile after Pinochet
6/4—**Ann Cotton**
Architecture in Amsterdam

NEW INTERNATIONAL COURSES

KOREAN—101 (Fall)

BEGINNING ARABIC —
(independent study - Winter)

INTERNATIONAL TOURISM; FOCUS ON LATIN AMERICA—244 (Fall)

NON-WESTERN ART HISTORY—
Art 214 (Fall)

WORLD RELIGIONS— History 290 (Fall)

ISLAM AND THE WEST—Religious Studies 198B-030 (Fall)
HISTORY AND CULTURE OF INDIA—History 290 (Fall)

HISTORY OF THE MIDDLE EAST — History 290 (Fall)

MARK YOUR CALENDARS

9/23—LAWRENCE WILSON:
Career Advising: *A view from Canterbury*

10/7—INTERNATIONAL LUNCHEON

11/10—STUDY ABROAD FAIR

11/13-14, 2/19-20, 4/16-17—
ICISP/UNIVERSITY OF CHICAGO WORKSHOPS: FOCUS ASIA

College of DuPage International Studies Office

Dan Lindsey,
Executive Dean of Instruction
Zinta Konrad, Coordinator
Linette Graham, Secretary

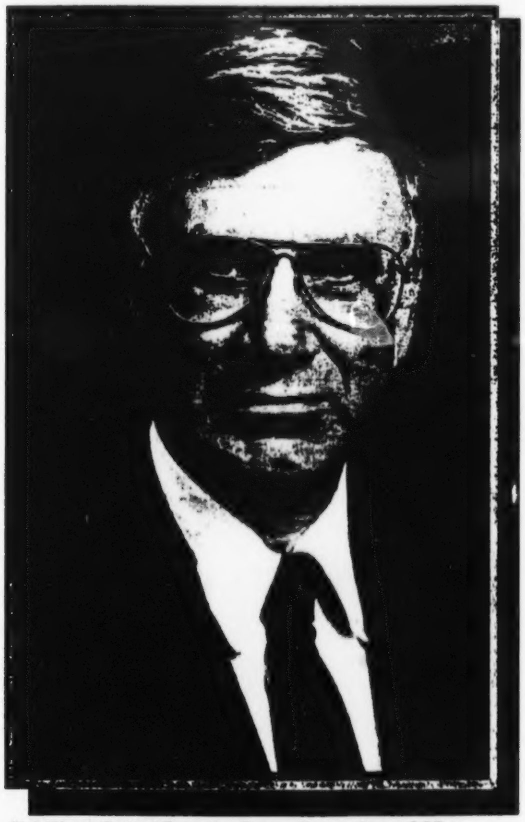
Our Appreciation:

Lauren Gabel
Dave Hamilton
Gene Sladek
Cher Jolliff
Terry Vitscco
Heidemarie Wing

DICK WOOD RETIRES

DICK WOOD, Executive Dean of Instruction at COD for 25 years, retired on June 30 and moved to Williamsburg. Dick was fondly known as MR. INTERNATIONAL at COD for his efforts in building the international program. His international reputation reached beyond the borders of COD, for last January he was awarded the prestigious Kubsch Award by CCID in recognition of his contribution to international program development in the state of Illinois.

Last we heard, Dick was donning knickers and a powdered wig and brushing up on the history of Colonial Williamsburg.



Dick Wood, Retired Executive Dean of Instruction at COD

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A biannual newsletter published by the International Studies Office at College of DuPage, (708) 858-2800, ext. 3078. Zinta Konrad, Coordinator. Newsletter Contact: Kathy Westburg, ext. 2254.

GLOBAL NEWS

Spring 1992

Welcome to this edition of *Global News*. Each quarter we bring you information about events and people of international interest, both on campus and nearby. In return, we hope that you will use *Global News* as your "international exchange"—send us feature articles about your overseas experiences, and use the newsletter to communicate your group's international activities, goals, needs and progress.

This edition of *Global News* contains a variety of articles and special interest tidbits. We invite your comments and suggestions as well as your contributions. Call or send your materials to Kathy Westburg, ext. 2254, Open Campus Center (OCC), Room 130, College of DuPage, 22nd Street and Lambert Road, Glen Ellyn, IL 60137-6599.

Czechoslovakia: Recovering the Spirit?

by Kathy Westburg

"Czechoslovakia: Recovering the Spirit?" was the topic of a Brown Bag Lunch lecture given by Carol Riphenburg in late February.

Riphenburg participated in a faculty exchange with Czechoslovakia Technical University in Prague last fall. College of DuPage hosted Stan Pekarek from "Czech Tech" as part of that exchange.

Riphenburg shared her observations about the political climate, as well as her experiences of living in a country that is very different from our own.

Because it is valued as a strategic heartland in Eastern Europe, Czechoslovakia has been dominated by other empires throughout its history, the last being the Soviet Union. Riphenburg questioned whether Czechoslovakia has the attitude to support democracy or the willingness to suffer what will be a long and painful transition.

Communism, though not popular in Czechoslovakia, did provide stability. There is strong nationalism within the country, which is made up of the once separate nations of Bohemia, Moravia and Slovakia. Their experience has been that the largest group will always dominate and be somewhat intolerant of other groups. There is no longer a strong religion to provide a basis for a new value system.

Housing for most people in Prague means a "flat" in mass housing. Although washing machines were common, dryers were not. She said it became "fun" dodging the clothes that were hanging around the house to dry.

"Food was plentiful, but not always the same kinds of food," said Riphenburg. She added that it was necessary to shop around for what you wanted.

Riphenburg taught *American Democracy* to interested students at Czech Tech. Her two sons, who accompanied her, attended school in Prague. She said that her sons did very well in school and that many courses were taught in English. For those courses which were not in English, the Czech students were glad to help them.

The architecture of Prague was left untouched by both world wars. Riphenburg showed beautiful slides of the stately 18th-century city once frequented by Mozart and later the literary lair of Franz Kafka. Although the atmosphere is now highly polluted, the city's many churches and synagogues attest to a grand past, when the city was home to a Holy Roman Emperor, Charles IV, who endowed it with a breathtaking Gothic cathedral.

Riphenburg's presentation was part of a series of International Brown Bag

Festival Celebrates Asian Cultures

By The Asia Committee

"Oh, East is East, and West is West,
And never the twain shall meet;
Till Earth and sky stand presently at
God's great Judgment Seat;
But there is neither east nor west,
border, nor breed, nor birth;
When two strong men stand face to face,
tho' they come from the ends of
the earth."

"The Ballad of East and West"
Rudyard Kipling

An Asian festival was held May 4 to 6 at College of DuPage to celebrate the richness, uniqueness and diversity of the people and cultures of Asia, many of whom are now our neighbors and friends.

Asia Committee Co-chairpersons Ray Olson and Marilyn Johnston, along with other committee members, planned three days packed with activities, ranging from lectures and cultural entertainment to food booths and an Asian market.

In addition to celebrating Asian cultures, the committee wanted to bridge the gap and reduce social distance among Asians, Asian-Americans and the Americans who are products of Eurocentric social culture and social forces.

The festival also recognized the social, political, economic and technological changes bringing Asia and the United States closer together. The times demand we move beyond stereotyping and begin integrating Asian people into our thinking and institutions.

Subcommittee chairpersons were Mike Chu, Ellen Johnson, Chikako Kumamoto, Rukshad Patel, Susan Rhee, Betsy Cabatit-Segal, Marvin Segal and Chet Witek.

Summer Study-Abroad Programs Span the Globe

The office of International Education invites you to study abroad this summer in one of four fascinating areas of the world.

Participate in an archeological dig in Tel el-Ifshar, Israel, an ancient city which, in antiquity, connected civilizations in North Africa and Asia. Call Steve Emmel at ext. 2511 for more information.

Study Mexico's interesting past and vibrant present. You will visit Teotihuacan, Tula, Tepoztlan and Xochimilco. Then, a three-week stay in Merida in the Yucatan peninsula includes visits to Mayan sites, such as Uxmal and Chichen Itza. Call Vicki Giambrone at ext. 2511 for more information.

Study Spanish, geography, and Latin American culture and civilization in the tropical paradise of Costa Rica. Students will live with carefully selected families and will have afternoons after 2 p.m. and Fridays free for field trips. For more information, call ext. 3078.

Study cross-cultural psychology, international business, speech, or special speech and theater in an exciting eight-week program, four weeks of which will be spent in Scotland. Classroom lectures are supplemented with visits to many historical sites. The Scotland Honors Program is led by Robert Seaton, Ph.D. For more information, call ext. 2156.

Professor Bob Seaton also will lead a staff development trip to St. Andrews, Scotland, this August. The 16-day trip includes meetings with university faculty, as well as visits to important sites throughout Scotland. Clean, comfortable lodging and satisfying meals will be provided by the university. For a detailed itinerary, contact Seaton at ext. 2223.

MYOB, BYO and RSVP ASAP

By K.N.W.

I'm sure you've all been there.

You are attending a committee meeting. The committee chair gets up and begins to introduce guests.

"I'd like you to meet John Smith, chairman of the SBLFD. He's here with the IKAAN Report that was generated by the GCB in cooperation with OURAQT."

Everyone, visibly impressed, applauds. You haven't the slightest idea what the SBLFD is, or how to spell IKAAN, or the difference between the GCB and the ASPCA!

Acronyms are certainly useful when streamlining the communication of titles and cumbersome names for places and organizations. Why, in the good old USA we use them all the time. The problem is, when we use acronyms, we assume a common body of knowledge. Sometimes that body is AWOL.

The IEO (International Education Office) at C.O.D. (College of DuPage) uses acronyms for the many IO's (International Organizations) it belongs to. Here's a list of the often invoked acronyms and the full titles of the organizations they represent. At last, help for the TSTAQ (Too shy to ask questions)!

AACJC American Association of Community and Junior Colleges is a network of community, technical and junior colleges joined together to provide leadership, support and resources to member organizations.

ACIIE American Council on International and Intercultural Education, associated with the AACJC, lobbies for legislative support of international programs.

CCID Community Colleges for International Development focuses on technical assistance to developing countries.

CCIS College Consortium for International Studies is a national organization of colleges and universities that sponsors study abroad programs. It currently sponsors 18 programs.

CIEE Council on International Education and Exchange sponsors faculty and professional development seminars. It has sponsored programs in Chile, Poland and Ireland in which our faculty has participated.

ICISP Illinois Consortium on International Studies and Programs consists of 32 Illinois community colleges and Illinois State University. College of DuPage is a founding member of this organization.

IIE Institute of International Education sponsors Fulbright exchanges and other international programs. It also publishes books and acts as a lobbyist.

CINDE Coalicion Costarricense de Iniciativas de Desarollo is a non-profit organization in Costa Rica active in technical training for Costa Rican business and industry.

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Spring, Summer Field Studies Set

A full spring and summer line-up of Field Studies: Adventures in Learning is planned. Field-study programs combine classroom-based instruction with field-based experience. The following is a brief synopsis of the international offerings:

Alpine Panorama '92
Majestic mountains, fairy-tale castles and historic cities are just a few of the memories you'll capture in this travel-study experience to Switzerland, Austria and Germany. July 31 to Aug. 11.

Arctic Whales
A field study to Churchill, Manitoba, to study the beluga whale in its natural environment. July 15 to 21.

England/Scotland Theater and Literature
Participants will attend the theater and explore the London of Doyle, Dickens and Shaw. Then on to Sherwood Forest, York, Inverness and the highlands of Scotland as we search for Brigadoon, Macbeth and the Loch Ness Monster. Our excursion continues to the Lake District and Yorkshire Dales, land of Burns, Potter and Herriot, and finishes at Stratford-upon-Avon to visit the Shakespeare properties and attend the Royal Shakespeare Theatre. May 21 to June 3.

Layers of France
During this travel-study to central France, you'll experience the many layers of French civilization. Visit the Roman ruins of Gaul, Romanesque and Gothic Architecture, Renaissance chateaux, historic sites of the French Revolution, Eiffel Tower and famous art museums. Aug. 6 to 19.

Galapagos: Darwin's Enchanted Islands
Visit one of the most significant biological wonders of the earth. The Galapagos Islands are called the "crossroads of evolution" because of the unique and colorful array of plant and animal life that has evolved there. Participants will also have the option of a four-day extension to visit the Amazon. July 16 to 25.

Ireland: Tradition Meets Tomorrow
Attacked and conquered, Ireland has always maintained its identity. Visit Limerick, Galway, the West Coast, Kerry and Cork on this travel-study experience. July 13 to 17.

Italy: Art and Architecture – Furniture Design
Visit Milan, Florence, Venice and Rome. Explore the art, architecture and furniture design of a culture which has been on the cutting edge since the first recorded use of concrete! July 5 to 22.

Italian Fashion Tour
Study the fashion and culture of Italy in Rome, Florence, Venice and Milan. Participants will visit textile and apparel manufacturers and meet designers, as well as see major sights. June 18 and July 1.

Theater: Chicago and Stratford, Ontario
Theater going, play reading and discussion. Most Thursday night classes attend plays in the Chicagoland area. The major event is a five-day trip to the Shakespeare Festival in Stratford, Ontario. Trip dates: May 13 to 17.

Three Baby Dragons: Singapore, Hong Kong and Taiwan
Experience modern Chinese culture as it is lived in three of the most fascinating destinations in the world. This program will focus on the development of Chinese culture in each of the "Three Baby Dragons." August 10 to 27.

For more information about these and closer-to-home travel studies, contact the Academic Alternatives office at (708) 858-2800, ext. 2356, 2357.

"Mr. International Education" Honored

By Dan Lindsey and Kathy Westburg

Dick Wood, dean of instruction at C.O.D., has received the Dr. Werner Kubsch Award for Outstanding Achievement in International Education, and, according to his colleagues, it's about time.

The award comes on the eve of Wood's retirement from College of DuPage. He will be missed. For those who have not had the good fortune to work with or personally know Wood, a list of quotes has been compiled, gleaned from the numerous support letters written on behalf of his nomination for the Kubsch Award. These passages written by his friends and colleagues are just a sample, a glimpse of an exceptional man. These statements, direct testimonials from Dick Wood's colleagues, are true indicators of Dick's wide-ranging impact at College of DuPage. We join together in wishing him well as he enters retirement.

"He has been a prime mover in the college's effort to improve its international thrust."

"There is a cliche that states that you can either get things done, or get credit for getting things done. Dick has always gotten things done. He is a tireless worker, always willing to contribute ideas and hard work to a project. I have found him to be always fair, honest, compassionate and caring in his confrontations."

"Dick Wood is a leader, not a flashy egotistic person; he has neither claimed or received public credit for most of the substantial things he has done."

"Dick Wood has been one of the persons at the college who has gone the extra mile to support the movement in my teaching and personal growth in an international direction. My story is not unique at the College of DuPage, in fact, it is becoming increasingly typical."

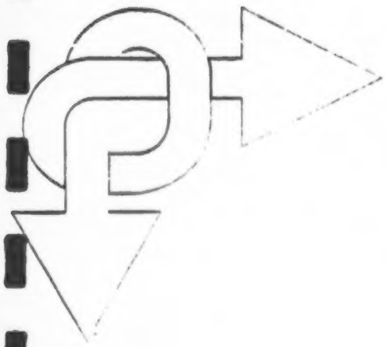
"Dick has been Mr. International Education at College of DuPage and with the Illinois Consortium for International Studies for the past 10 years."

"In summary, international education would not have reached the level of priority that it has at College of DuPage without Dick Wood."

"Mr. Wood is a man with great vision, integrity, compassion and commitment. I have the utmost respect for Mr. Wood and feel extremely fortunate to have had the opportunity to work with him and learn from him."

"Mr. Wood has been a constant source of inspiration and energy to all of those here at College of DuPage and around the State of Illinois who have had any interest in developing programs that would enhance our ability to provide international experiences and understanding for students, faculty and administrators."

"Mr. Wood's character is exemplary; he is an outstanding administrator, encouraging and fair in his actions toward faculty and staff; a real humanitarian."



Comings...

Jacki Lyden, National Public Radio correspondent in Amman, Jordan, came to speak about the Middle East in January.

March, C.O.D. hosted 20 visitors from the Netherlands.

April, 20 visitors from the United Kingdom Cheshire Consortium came to C.O.D.

John Hodgson of Canterbury, England, visited in March to recruit students for the Canterbury Program.

Ina Stegen, director of the Salzburg program, recruited students to study in Salzburg.

Ada Baskina, Soviet journalist, visited and lectured at C.O.D. and other local colleges from November through January.

Goings...

Marge Florio traveled to Chile, **Pete Klassen** to Poland, and **Eileen Ward** to Ireland to attend CIEE seminars.

George Macht presented a seminar on menu planning to CINDE in Costa Rica.

Also in Costa Rica, **Chuck Frieders** gave a week-long seminar, *Blueprint Reading for Welders*, at CINDE.

Bob Murdock traveled to Egypt to attend a criminal justice seminar, *Perspectives on Criminal Justice in the Middle East*, in Cairo.

Tom Montgomery-Fate taught at Canterbury during Fall Quarter on an ICISP faculty exchange.

Chuck Ellenbaum participated in the same exchange during Spring Quarter.

Chuck Boone will teach art appreciation and studio art in the Canterbury program in spring 1993.

Dr. McAninch traveled to Canterbury and Salzburg to visit the sites of our two study-abroad programs.

Ron Lemme and **Carol Viola** will participate in the ICISP administrative exchange program with the Cheshire Consortium of Colleges of Further Education. Their counterparts visited C.O.D. in April.

Marianne Berger and **Bob Veihman** will travel to the United Kingdom on the same ICISP exchange in May.

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